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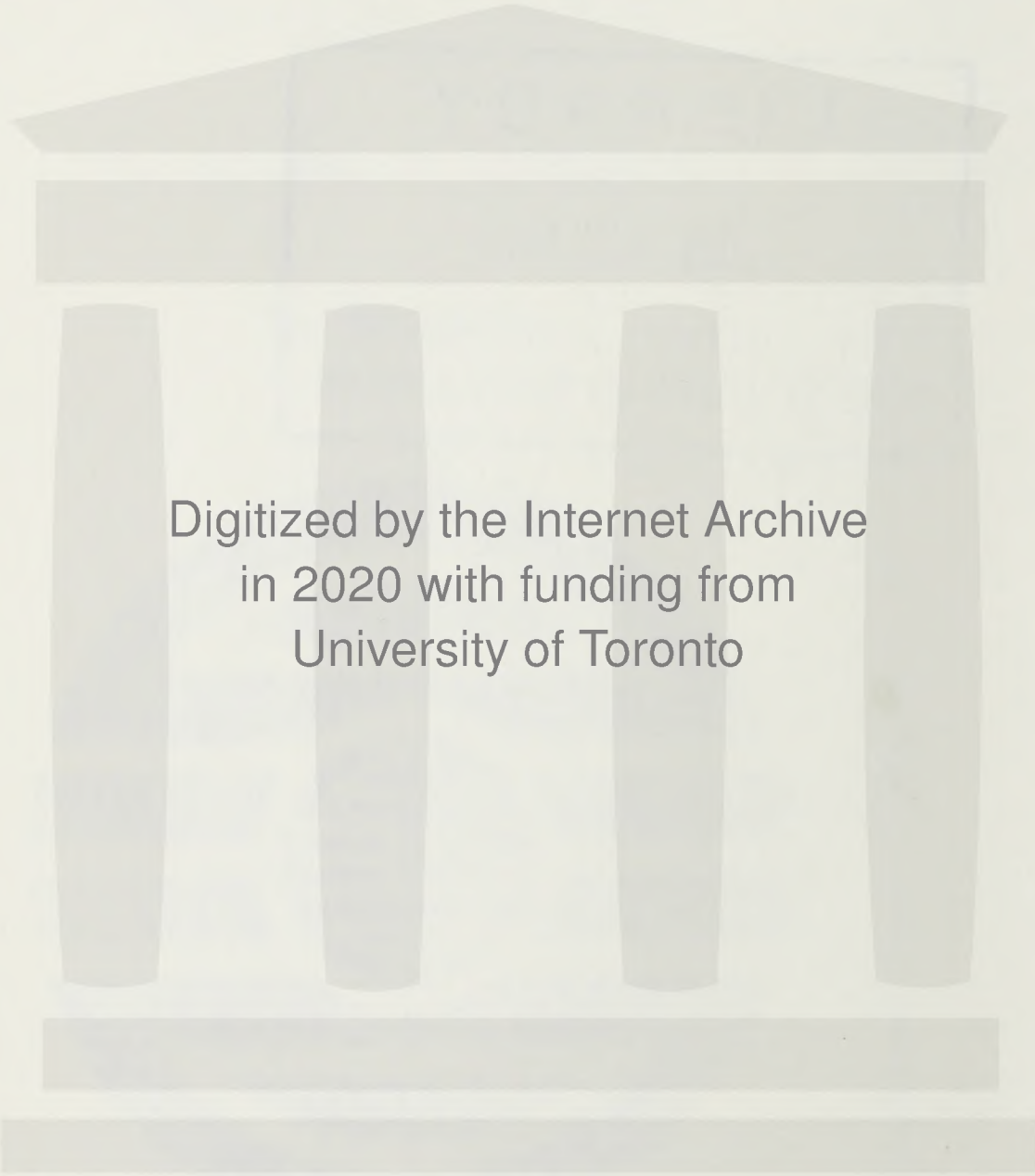
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Department of Education, Ontario

Annual Examinations, 1921

JUNIOR HIGH SCHOOL ENTRANCE

READING

(ORAL)

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

Candidates may elect to read from either the Ontario Reader or the Canadian Catholic Reader.

(Value = 50)

SELECTIONS

THE ONTARIO READER — FOURTH BOOK.

The Archery Contest (page 97).

David Copperfield's First Journey Alone (page 110).

The Barefoot Boy (page 118).

Waterloo (page 311).

CANADIAN CATHOLIC READER — FOURTH BOOK.

The Barefoot Boy (page 24).

My Garden Acquaintance (page 169).

The Shipwreck (page 212).

Waterloo (page 230).

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JUNIOR HIGH SCHOOL ENTRANCE

WRITING

NOTE 1 :—In valuing the answers to this paper the examiner will pay special attention to freedom of movement, and to correctness of letter formation, slant, and connections.

NOTE 2 :—The marks in writing shall be apportioned as follows : A maximum of twenty-five marks to the questions on this paper and a maximum of twenty-five marks to the candidate's writing, as judged from his answer papers in one of the other subjects of Group II, said subject to be determined by the Entrance Board after the close of the examination in that Group, and not to be disclosed to the candidates.

Values

- 5 1. Write one line of the letter "c" connected in groups of four.

Deal similarly with each of the following letters :
m, s, p, w.

- 6 2. Write the alphabet (a) in capital letters, (b) in small letters.

- 4 3. Write the figures, 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, four times, using a separate line each time.

- 6 4. Write the following letter :—

Messrs. Kennedy & Galbraith,
Commission Merchants,
Montreal, Que.

Whitby, June 16th, 1921.

Gentlemen,—

We have to-day expressed to you 20 boxes of cheese and 35 tubs of dairy butter, to be sold on our account and at our risk. They are both goods of first class quality and should command the highest prices on the market.

We trust that you may receive this consignment promptly and in good condition, and that you may be able to make a profitable sale at an early date.

Yours truly,
Andrew T. Driver.

- 4 5. Write each of the following lines twice :—

The secret of success is constancy of purpose.
Find your errors and then try to correct them.
Business men demand plain, rapid penmanship.
He would not accept the gift except under conditions.

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JUNIOR HIGH SCHOOL ENTRANCE

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense ; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY ; the third, for review.

(Value 50)

[See Circular 34, page 23, Sec. 10, (2) (a)]

A

The outdoor sports that Canada affords its citizens are as varied as the seasons themselves. No matter what part a Canadian may claim as his habitation, it is usually celebrated for some particular form of healthy recreation. In the more thinly settled portions of nearly every province wild animals are sufficiently plentiful to attract numerous hunters for two weeks every autumn. There are many bodies and streams of fresh water in the inland provinces, especially Ontario, which abound with many species of fish. These as well as the maritime waters on the Atlantic and Pacific coasts are very attractive to the sporting fisherman with rod and basket seeking recreation, health, and pleasure during a summer vacation.

So important are these sports considered by the government that certain restrictions are placed upon them in the form of game laws. These laws limit the times when the various kinds of game may be hunted as well as the quantity each sportsman is entitled to take.

B

1. The advantages of recent inventions are appreciated by the community.

2. The principal features of the exhibition were not advertised.

3. The present century may be termed the electric age if we consider the various applications of this power to machinery.

4. The new threshing outfits with the modern separators provide more grain for the granary and less for the straw stack.

5. Although tomatoes last year yielded an abundant crop, they were not profitable for the average gardener.

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JUNIOR HIGH SCHOOL ENTRANCE

ENGLISH GRAMMAR

Values	1. When Rip was approaching the village he met many people, <i>but</i> he saw nobody <i>whom</i> he knew. This surprised him, as he had thought <i>that</i> he was acquainted with every one in the <i>surrounding</i> country. Their dress, too, was <i>different</i> from <i>anything</i> to which he had been accustomed. They all stared at Rip's long beard, and whenever they cast their eyes upon him they stroked their chins.
$2 \times 6 =$ 12	(a) Write in full the subordinate clauses in the above extract, and give the kind and the relation of each.
$2 \times 6 =$ 12	(b) Write (i) the adjective phrases, and (ii) the adverb phrases, and state what each phrase modifies.
$2 \times 7 =$ 14	(c) Give the part of speech and the relation of each italicized word.
8	2. Analyse fully :— In one of those very houses there lived many years ago a simple, good-natured fellow named Rip Van Winkle.
3	3. (a) Give the possessive plural of <i>man</i> , <i>lady</i> , <i>child</i> , using each in a sentence.
4	(b) Rewrite the following sentences, changing the verbs to the present perfect tense :— (i) I lie down to rest. (ii) We lay our books on our desks. (iii) She rises early and raises all the windows.
4	(c) Write :— (i) the principal parts of <i>begin</i> , <i>come</i> , <i>freeze</i> , <i>sit</i> ;
3	(ii) the feminine gender nouns corresponding to <i>duke</i> , <i>nephew</i> , <i>tiger</i> ;
4	(iii) the plurals of <i>chimney</i> , <i>lily</i> , <i>cupful</i> , <i>grief</i> , <i>larva</i> , <i>t</i> , <i>son-in-law</i> , <i>man-servant</i> .

[OVER]

Values

$$\begin{array}{r} 2 \times 3 = \\ 6 \end{array}$$

4. State how the word *reading* is used in each of the following sentences:—

- (a) She likes literature and oral *reading*.
- (b) She spends her leisure in *reading* poetry.
- (c) The girl, *reading* now, is my cousin.

$$\begin{array}{r} 3 \times 5 = \\ 15 \end{array}$$

5. Write the following sentences, selecting from the brackets the proper words; and give reasons for your selections:—

- (a) Neither John nor James (is, are) present to day.
- (b) (Shall, Will) we put away our books now?
- (c) Wait for Mary and (I, me).
- (d) He walks (slow, slowly).
- (e) (Who, Whom) do you think was at the door?

$$\begin{array}{r} 3 \times 5 = \\ 15 \end{array}$$

6. (a) Change each of the following to a complex sentence:—

- (i) Once there was a little girl and her name was Mary.
- (ii) His eyes were fixed on his book and he did not see me approach.

(b) Change each of the following to a simple sentence:—

- (i) The brother, who was generous, gave up his claim.
- (ii) No one will be admitted unless he has a ticket.
- (iii) We expect that every boy will be present.

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JUNIOR HIGH SCHOOL ENTRANCE

COMPOSITION

Values

NOTE.—*In valuing this paper, neatness and spelling will be considered.*

50

1. Write a composition of at least thirty lines on *one* of the following subjects:—

- (a) An automobile ride.
- (b) Picking berries.
- (c) My favourite pastime.
- (d) An old horse tells his story.
- (e) How to plan and conduct a picnic.
- (f) An imaginary trip across Canada (*or* across Ontario).

48

2. (a) Suppose that a school friend of yours moved away at Easter and is now living at 35 First Avenue, Vancouver, British Columbia. He has written you a letter telling you about his new home and school. Write a letter of about thirty lines in reply, giving him any interesting news about yourself, your school, or any local event.

2

(b) Within a ruled space, write the envelope address.

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JUNIOR HIGH SCHOOL ENTRANCE

LITERATURE

NOTE:—Candidates who use the Ontario Public School Reader will take Parts A, B, C, and D; those who use the Canadian Catholic Reader will take Parts A, B, C, and E.

Values

A

Backwoodsmen as a class neither built towns nor loved to dwell therein. They were to be seen at their best in the vast, interminable forests they had chosen as their home. They won and kept their lands by force, and lived continually either at
5 war or in dread of war. Hence they settled always in groups of several families each, all banded together for mutual protection.

Their red foes were strong and terrible, cunning in council, dreadful in battle, merciless in victory. The pioneers did not dispossess cowards and weaklings; they marched forth to spoil
10 the stout-hearted and to take for a prey the possessions of the bold and crafty savages. Every rood of ground which they claimed had to be cleared by the axe and held with the rifle.

The chopping down of the forests was the first preliminary to cultivation, and also the surest means of subduing the Indians,
15 to whom the unending stretches of choked woodland had been an impenetrable cover behind which to move unseen, a shield in making assaults, and a strong tower of defence in repelling counter attacks.

2

1. Express the main thought of this selection in a phrase or short sentence.

$2 \times 3 =$
6

2. State the subject of each paragraph.

$2 \times 9 =$
18

3. Explain:—

- (a) banded together for mutual protection (line 6);
- (b) cunning in council (line 7);
- (c) merciless in victory (line 8);
- (d) did not dispossess cowards (lines 8, 9);
- (e) spoil the stout-hearted (lines 9, 10);
- (f) held with the rifle (line 12);
- (g) unending stretches of choked woodland (line 15);
- (h) an impenetrable cover (line 16);
- (i) repelling counter attacks (lines 17, 18).

[OVER]

Our bugles sang truce—for the night-cloud had lower'd,
 And the sentinel stars set their watch in the sky ;
 And thousands had sunk on the ground overpower'd,
 The weary to sleep, and the wounded to die.

- 5 When reposing that night on my pallet of straw,
 By the wolf-scaring faggot that guarded the slain,
 At the dead of the night a sweet vision I saw,
 And thrice ere the morning I dreamt it again.

- Methought from the battle-field's dreadful array,
 10 Far, far I had roam'd on a desolate track :
 'Twas Autumn,—and sunshine arose on the way
 To the home of my fathers, that welcomed me back.

- Then pledged we the wine-cup, and fondly I swore
 From my home and my weeping friends never to part ;
 15 My little ones kiss'd me a thousand times o'er,
 And my wife sobb'd aloud in her fullness of heart.

- "Stay, stay with us,—rest, thou art weary and worn!"
 And fain was their war-broken soldier to stay ;—
 But sorrow return'd with the dawning of morn,
 20 And the voice in my dreaming ear melted away.

$2 \times 5 = 10$ 4. State the thought of each of the stanzas in a phrase or short sentence.

4 5. "a sweet vision I saw" (line 7). Describe this vision in your own words.

- $2 \times 8 = 16$ 6. Explain :—
 (a) Our bugles sang truce (line 1) ;
 (b) the sentinel stars set their watch in the sky (line 2) ;
 (c) the wolf-scaring faggot that guarded the slain (line 6) ;
 (d) At the dead of the night (line 7) ;
 (e) the battle-field's dreadful array (line 9) ;
 (f) in her fullness of heart (line 16) ;
 (g) fain was their war-broken soldier to stay (line 18) ;
 (h) the voice in my dreaming ear melted away (line 20).

C

12 7. Quote *either* —

(a) *Dost Thou Look Back on What Hath Been ;*

OR

(b) The first twenty-four lines of *A Day in June*.

NOTE:—Candidates who use the Ontario Public School Reader will take Part D.

Ill fared it then with Roderick Dhu,
 That on the field his targe he threw,
 Whose brazen studs and tough bull-hide
 Had death so often dashed aside ;
 5 For, trained abroad his arms to wield,
 Fitz-James's blade was sword and shield.
 He practised every pass and ward,
 To thrust, to strike, to feint, to guard ;
 While less expert, though stronger far,
 10 The Gael maintained unequal war.
 Three times in closing strife they stood,
 And thrice the Saxon blade drank blood ;
 No stinted draught, no scanty tide,
 The gushing flood the tartans dyed.
 15 Fierce Roderick felt the fatal drain,
 And showered his blows like wintry rain ;
 And, as firm rock, or castle-roof,
 Against the winter shower is proof,
 The foe, invulnerable still,
 20 Foiled his wild rage by steady skill ;
 Till, at advantage ta'en, his brand
 Forced Roderick's weapon from his hand,
 And backward borne upon the lea,
 Brought the proud Chieftain to his knee.

4
 2 × 2 =
 4
 2 × 9 =
 18

8. What is the subject of the extract ?
 9. Who is the Saxon, and who is the Gael ?
 10. Explain :—

- (a) Ill fared it (line 1) ;
 (b) Whose brazen studs
 Had death so often dashed aside (lines 3, 4) ;
 (c) Fitz-James's blade was sword and shield
 (line 6) ;
 (d) The Gael maintained unequal war (line 10) ;
 (e) No stinted draught (line 13) ;
 (f) The gushing flood the tartans dyed (line 14) ;
 (g) felt the fatal drain (line 15) ;
 (h) invulnerable still (line 19) ;
 (i) Foiled his wild rage by steady skill (l. 20).

3 + 3 =
 6

11. (a) "Like wintry rain." Explain the likeness
 between the things here compared by the poet.
 (b) Select and explain any other comparison which
 occurs in the extract.

[OVER]

NOTE:—*Candidates who use the Canadian Catholic Reader will take Part E.*

Dear common flower, that grow'st beside the way,
Fringing the dusty road with harmless gold,

First pledge of blithesome May,
Which children pluck, and, full of pride, uphold,
5 High-hearted buccaneers, o'erjoyed that they
An Eldorado in the grass have found,
Which not the rich earth's ample round
May match in wealth—thou art more dear to me
Than all the prouder summer-blooms may be.

10 My childhood's earliest thoughts are linked with thee ;
The sight of thee calls back the robin's song,
Who, from the dark old tree
Beside the door, sang clearly all day long,
And I, secure in childish piety,
15 Listened as if I heard an angel sing
With news from heaven, which he could bring
Fresh every day to my untainted ears,
When birds and flowers and I were happy peers.

- 2 8. (a) What flower is addressed in the first three words?
3 × 2 = (b) Express in a phrase or short sentence the
6 thought of each stanza.

9. Explain:—

- 2 (a) Fringing the dusty road (line 2);
3 (b) with harmless gold (line 2);
3 (c) First pledge of blithesome May (line 3);
2 (d) High-hearted buccaneers (line 5);
2 (e) An Eldorado (line 6);
4 (f) Which not the rich earth's ample round
May match in wealth (lines 7, 8);
3 (g) more dear to me
Than all the prouder summer-blooms may be
(lines 8, 9);
2 (h) My childhood's earliest thoughts are linked
with thee (line 10);
3 (i) birds and flowers and I were happy peers
(line 18).

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JUNIOR HIGH SCHOOL ENTRANCE

HISTORY

Values

$8 \times 3 =$
24

1. Write accounts of any *three* of the following, showing what Great Britain owes to them :—

- (a) Alfred the Great.
- (b) Sir Francis Drake.
- (c) Pitt, Earl of Chatham.
- (d) The Duke of Wellington.

$8 \times 2 =$
16

2. Selecting any *two* of the following, state their importance in British history :—

- (a) The Norman Conquest.
- (b) The Great Charter.
- (c) The Bill of Rights.
- (d) The Repeal of the Corn Laws, 1846.

$8 \times 3 =$
24

3. Tell the story of the part played in Canadian history by any *three* of the following :—

- (a) Champlain.
- (b) Montcalm.
- (c) Sir Isaac Brock.
- (d) Sir Alexander Mackenzie.
- (e) Dr. Egerton Ryerson.

$9 \times 2 =$
18

4. Give accounts of any *two* of the following :—

- (a) The United Empire Loyalists.
- (b) The homes and living conditions of settlers in Upper Canada about 1800.
- (c) The union of Upper and Lower Canada, 1841.

$9 \times 2 =$
18

5. Describe any *two* of the following :—

- (a) The Red River Rebellion of 1870.
- (b) The circumstances which led to the building of the Canadian Pacific Railway.
- (c) The method by which the County Council and its presiding officer are selected.

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JUNIOR HIGH SCHOOL ENTRANCE

GEOGRAPHY

NOTE:—The Presiding Officer, at the beginning of the examination period, shall give to each candidate *one* copy of the accompanying outline map of Ontario. If a candidate spoils his copy another copy may be given to him in its place.

Values	
10	1. On the accompanying map of Ontario,— (a) Write, in their proper locations, the names of the following:— (i) Lakes : Nipigon, Timiskaming, Nipissing, Simcoe. (ii) Rivers : Severn, Detroit, French. (iii) Bays : Georgian, Quinte, Burlington.
7	(b) Mark in and name:— (i) The cities and towns : Peterborough, Cobalt, Sudbury, Sarnia. (ii) The canals : Welland, Rideau, Sault Ste. Marie.
4	2. (a) Classify the following articles of trade as <i>exports</i> or <i>imports</i> of Canada : coffee, raisins, nickel, rubber, rice, salmon, cheese, cotton (not manufactured).
8	(b) Name a country from which each import mentioned in (a) is obtained in quantity. (c) Name a country where each export mentioned in (a) finds a ready market.
2	3. (a) Name a large sea-port (i) on the west coast of England, (ii) on the east coast of Australia.
12	(b) Through what waters will a ship pass in sailing between England and Australia (i) by way of the Suez Canal, (ii) by way of the Panama Canal?
6	(c) Name three products that this ship would be likely to carry going to Australia and three it would be likely to carry on its return trip.

[OVER]

Values

- | | |
|--------------|---|
| 12 | 4. Describe <i>either</i> Holland <i>or</i> Japan under the following heads: surface, climate, people. |
| 5 | 5. (a) Name an important river that flows into each of the following bodies of water: Bay of Bengal, Mediterranean Sea, North Sea, Bay of Fundy, Lake Winnipeg. |
| 5 | (b) Name a country or province through which each of these rivers flows. |
| 5 | (c) Name a city situated on each river. |
| 3 | 6. (a) What are three of the principal conditions that affect the climate of a country? |
| 6 | (b) Show to what extent these conditions affect the climate of Labrador <i>or</i> Chili. |
| 3 + 6 =
9 | 7. (a) Name and give the location of three of the principal wind systems of the world. |
| 3 + 3 =
6 | (b) Name three important ocean currents and trace the course of any <i>one</i> of them. |

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JUNIOR HIGH SCHOOL ENTRANCE

ARITHMETIC

NOTE:—*In the case of the questions in Part B (viz., 7 and 8) no marks will be given by the examiner unless the answers are correct.*

Values	A
11	1. Find the amount of the following bill of lumber :— 120 boards $12' \times 7'' \times 1''$ 29 pieces of planking $14' \times 8'' \times 3''$ 18 pieces of scantling $16' \times 4'' \times 2''$ at \$45 per M board feet.
11	2. A wagon box 8 ft. long, 3 ft. 6 in. wide, and 14 in. deep holds, when level full, one ton of hard coal. How many tons does a coal bin 15 ft. long, 12 ft. 3 in. wide contain when filled to a uniform depth of 5 feet?
	3. On Oct. 25, 1920, Wm. Smith sold a horse for \$292.00 to James Broad and accepted in payment his note at 9 months bearing interest at 6% per annum.
2	(a) Write out the note.
12	(b) How much should Broad pay Smith when the note falls due?
10	4. My house is assessed for \$4000. The rate of taxation is 32 mills on the dollar. It is insured for \$3500 at $1\frac{1}{2}\%$ per annum. How much do I pay for taxes and insurance?
14	5. A merchant has 200 lb. of tea that cost him 40c. a lb. He sold 140 lb. at 55c., 30 lb. at 50c., and the remainder at cost. Find his gain per cent.

[OVER]

15

6. A farmer had 40 bushels of oats and 35 bushels of barley, when oats were selling at 68c. and barley at \$1.17 a bushel. He mixed the oats and barley, and had the mixture ground into chop at a cost of 10c. a cwt. which he sold at \$2.50 a cwt. How much more did he realize than he would have realized by selling the oats and barley separately?

(1 bu. of oats weighs 34 lb.)
(1 bu. of barley " 48 lb.)

B

7. *Where an answer is not correct no marks will be given for that part.*

3

(a) Find the sum of $\frac{2}{3}$, $\frac{3}{5}$, $\frac{4}{9}$, and $\frac{5}{6}$.

3

(b) Divide $\frac{3}{7}$ of $\frac{5}{12}$ by $(\frac{5}{8} - \frac{5}{14})$.

3

(c) Divide .0216 by .00675.

3

(d) Express as decimals, $\frac{1}{2}\frac{2}{5}$, $\frac{1}{1}\frac{1}{6}$, $\frac{1}{2}\frac{5}{4}$.

3

(e) Express as simple vulgar fractions, $11\frac{1}{9}\%$, $37\frac{1}{2}\%$, $66\frac{2}{3}\%$.

10

8. *No marks will be given unless the answer is correct.*

You sold to J. Green, grocer, a load of hay, 2250 lb., at \$18 a ton, $12\frac{1}{2}$ doz. eggs at 68c. a doz., and received in part payment the following: 25 lb. of sugar at $17\frac{1}{5}$ c. a lb., 9 lb. 3 oz. of smoked ham at 48c. a lb., 1 gal. 1 pt. of vinegar at 32c. a gal. Green gave his cheque for the balance. What was the amount of this cheque?

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Glove and the Lions (page 87).

The Return of the Swallows (page 159).

The Key to Human Happiness (page 219).

On the Death of Gladstone (page 270).

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SENIOR HIGH SCHOOL ENTRANCE

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

A

There was also disaffection at least, if not treachery, among the defenders. Some called out to surrender, and others, deserting their posts, tried to escape from the castle. Many threw themselves from the walls into the water, and such as escaped drowning flung aside their distinguishing badges, and saved themselves by mingling among the motley crowd of assailants. Some few, indeed, from attachment to the bishop's person, drew around him, and continued to defend the stronghold to which he had fled. Others, doubtful of receiving quarter, or from an impulse of desperate courage, held out on other detached bulwarks and towers of the extensive building. But the assailants had got possession of the courts and lower parts of the edifice, and were busy pursuing the vanquished and searching for spoil. One individual, as if he sought for that death from which all others were flying, endeavoured to force his way into the scene of tumult and horror. Whoever had seen him that fatal night, not knowing the meaning of his conduct, would have accounted him a raging madman; whoever had appreciated his motives, would have ranked him nothing beneath a hero of romance.

B

1. Similar causes can never produce dissimilar effects.
2. It would be the height of folly to forfeit the respect of one's neighbours by committing so flagrant a breach of etiquette.
3. Is it not a sheer waste of nervous energy to lose your temper over so trivial an occurrence?
4. The achievements of Britain's seamen during the Great War have no parallel in the history of naval warfare.
5. The poor sufferer managed to conquer his pain by practising patient endurance under the acute attacks of inflammatory rheumatism.

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SENIOR HIGH SCHOOL ENTRANCE

ENGLISH GRAMMAR

1. At that last titanic effort of his he had rushed downward with such terrific force *that, striking his head on the bottom, he had broken his neck. I felt grieved that we had lost the chance of securing him; but it was perfectly certain that, before we could get help to raise him, all that would be left on his skeleton would be quite valueless to us.* So with such patience as we could command, we waited near the entrance until the receding tide made it *possible* for us to emerge once more.

(a) Write out each subordinate clause in the above extract and state its grammatical value and relation.

(b) Parse the italicized words.

2. (a) Give the comparative of *ill, boldly, lively, little*; and the superlative of *inner, much, fast*.

(b) Give the principal parts of *swim, slay, lie* (to recline), *cling, set, lead*.

(c) Give the plural number forms of *formula, cliff, donkey, handful, brother-in-law*.

(d) Give the possessive singular of *empress, it, fox*.

3. Parse each italicized word in the following:—

(a) They elected him *president*.

(b) George was considered a stubborn *king*.

(c) He remained in Europe many *years*, all his *interests* being there.

(d) These men, *visitors* from France, were given a hearty *welcome*.

4. Write the following sentences, selecting from the brackets the proper words and giving reasons for your selections:—

(a) I (shall, will) be happy to see you.

(b) She asked her mother if she (could, might) go to play.

(c) On account of his quick temper he has (less, fewer) friends each year.

(d) He gave it to me who (am, art, is) your friend.

(e) I have no doubt it was (they, them) that did it.

[OVER]

5. (a) Explain the difference in meaning expressed by the following italicized verb forms :—

- (i) I *was speaking* to him.
- (ii) I *spoke* to him.
- (iii) I *did speak* to him.

(b) State the mood and tense of each italicized verb in the following sentences :—

- (i) *Let* him that *standeth* take heed lest he *fall*.
- (ii) I told him I *would go*.
- (iii) *Were* he here, I *would tell* him.

6. (a) Name the peoples that ruled in England within historical times.

(b) In what way or ways did each influence the English language?

(c) How does war with other nations affect our language?

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

ENGLISH COMPOSITION

NOTE:—*The candidate shall not use in his composition any name which would indicate his examination centre.*

1. Write a composition on *one* of the following subjects:—

- (a) My experiences on the day of the circus.
- (b) An excursion party.
- (c) The uses of electricity.
- (d) Incidents of a trip on a boat.
- (e) The reflections of the school-room clock.
- (f) Making a garden.
- (g) How I learned to ride a bicycle.

2. You have received a letter from a friend in Vancouver, B.C., congratulating you on passing your examination. Write a reply, telling how you prepared yourself for this examination.

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

ENGLISH LITERATURE

1. Quote :—

A

(a) Seven consecutive lines from *Julius Caesar*, beginning, "This was the most unkindest cut of all"; *and* the sonnet beginning, "It is not to be thought of that the flood".

OR

(b) Thirteen consecutive lines from *Julius Caesar*, beginning, "Friends, Romans, countrymen, lend me your ears"; *and* three consecutive stanzas from *Gradatim*, beginning, "Heaven is not reached at a single bound".

B

2.

I'll about,
And drive away the vulgar from the streets :
So do you too, where you perceive them thick.

(a) Who are the parties to the conversation in the lines above ?

(b) Explain "vulgar". Why were they in the streets ?

(c) How does the scene in which these words are spoken prepare us for the plot against Caesar ?

(d) What do we learn of the Roman crowds of that time from their actions in this scene, and also from their conduct after the speeches of Brutus and Antony in the Forum ?

(e) Explain the italicized parts in the following :—

Being mechanical, you ought not walk
Upon a labouring day without *the sign*
Of your profession.

[OVER]

3. CICERO. Good even, Casca. Brought you Caesar home?
 Why are you breathless? And why stare you so?
 CASCA. Are you not moved, when all this sway of earth
 Shakes like a thing unfirm?

- (a) Describe Casca's condition and its cause.
 (b) What part in the murder was assigned to Casca?

4. CASSIUS. And let us swear *our resolution*.
 BRUTUS. No, not an oath! If not the face of men,
 The sufferance of our souls, the time's abuse,—
 If these be motives weak, *break off betimes*,
 And every man home to his *idle bed*;
 So let *high-sighted tyranny range on*,
 Till each man drop by lottery.

- (a) Which of these speakers was right in his contention?
 Give reasons for your opinion.
 (b) Refer to one other difference of opinion arising between
 these two and show which one was right.
 (c) Why did Cassius think that Brutus was necessary as a
 member of their party?
 (d) Explain the italicized parts in relation to the context.

C

5. (a) The sun on the hill forgot to die,
 And the lilies revived, and the dragon-fly
 Came back to dream on the river.
 (i) Why had the dragon-fly gone away?
 (ii) What is meant by "the sun forgot to die"?

(b) Explain:—

- (i) But we build the ladder by which we rise.
 (ii) Only in dreams is a ladder thrown
 From the weary earth to the sapphire walls.

6. "Hail to the great Asylum!
 Hail to the *hill-tops seven*!
 Hail to the fire that burns for aye,
 And the *shield that fell from heaven*!

 To-morrow your *Dictator*
 Shall bring in triumph home
 The *spoils of thirty cities*
 To deck the shrines of Rome!"

- (a) Explain the italicized parts in relation to the context.
 (b) By whom were these words spoken?
 (c) Describe briefly the incidents which followed this speech.

7. But as a troop of pedlars, from Cabool,
 Cross underneath the Indian Caucasus,
 That vast *sky-neighbouring* mountain of milk snow;
Winding so high, that, as they mount, they pass
 Long flocks of *travelling birds* dead on the snow,
Choked by the air, and scarce can they themselves
 Slake their parched throats with sugar'd mulberries,—
 In single file they move, and *stop their breath*,
 For fear they should dislodge the o'erhanging snows—
 So the pale Persians held their breath for fear.

(a) What caused this state of feeling on the part of the Persians?

(b) Explain the italicized parts.

(c) In a short paragraph give an outline of the combat between Sohrab and Rustum.

8. There was never a leaf on bush or tree,
 The bare boughs rattled shudderingly;
 The river was dumb and could not speak,
 For the weaver Winter its shroud had spun;
 5 A single crow on the tree-top bleak
 From his shining feathers shed off the cold sun;
 Again it was morning, but shrunk and cold,
 As if her veins were sapless and old,
 And she rose up decrepitley
 10 For a last dim look at earth and sea.

(a) Select at least three details which go to make up the general impression of desolation.

(b) What incident does the word *Again* in "Again it was morning" recall?

(c) What was the shroud spun by the Winter (line 4)?

D

9. The more we live, more brief appear
 Our life's succeeding stages:
 A *day to childhood seems a year*,
 And years like passing ages.
- The gladsome current of our youth,
 Ere passion yet disorders,
Steals lingering like a river smooth,
 Along its grassy borders.
- And as the care-worn cheek grows wan
 And *sorrow's shafts fly thicker*,
 Ye Stars, that measure life to man,—
 Why seem your courses quicker?

[OVER]

When joys have lost their bloom and breath,
And life itself is vapid,
Why, as we near the *Falls of Death*,
Feel we its tide more rapid?

Heaven gives our years of fading strength
Indemnifying fleetness;
And those of youth a seeming length,
Proportioned to their sweetness.

- (a) Suggest a suitable title for this poem.
- (b) What are the various "stages" mentioned?
- (c) Explain the italicized parts.
- (d) What state of feeling is aroused by this poem?

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

BRITISH AND CANADIAN HISTORY

1. Give an account of any *three* of the following :—
 - (a) The work of Jacques Cartier.
 - (b) The circumstances leading to the passing of the Quebec Act, 1774, and the main provisions of the Act.
 - (c) The circumstances and events leading to the union of Upper and Lower Canada, 1841.
 - (d) The administration of Sir John Macdonald.
2. Selecting any *three* of the following names, state why each is noteworthy in Canadian history : John Graves Simcoe, Laura Secord, Lord Elgin, Lord Selkirk, Sir George W. Ross.
3. (a) Tell how the Ontario Legislative Assembly is constituted.
(b) Specify (i) three matters over which the Assembly has control, (ii) four sources from which the revenue for carrying on its work is derived.
4. Give an account of any *three* of the following :—
 - (a) The Romans in Britain.
 - (b) The rule of King John and its effects on British liberty.
 - (c) The achievements of English seamen in the reign of Elizabeth.
 - (d) Material and social progress in the reign of Victoria.
5. Selecting any *three* of the following names, state why each is noteworthy in British history : Alfred the Great, the Duke of Wellington, John Wilkes, Lord Clive, Lloyd George.
6. Without entering into details of battles, give a general account of the work of the British navy in the Great War.

OR

Tell what you know of the part played by (a) Lord Kitchener and (b) General Botha in the history of the British Empire.

Department of Education, Ontario

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SENIOR HIGH SCHOOL ENTRANCE

GEOGRAPHY

NOTE :—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Europe,—

(a) Write the names of the following products so as to show approximately a locality where each is produced in large quantities: fish, raw silk, currants, wine, lumber, olives, beet sugar, cork, iron, dairy products.

(b) Locate the following :—

Islands: Crete, Sardinia,

Rivers: Rhone, Volga, Rhine.

(c) Mark in and name the following cities: Hamburg, Belfast, Belgrade, Warsaw.

2. Describe *either* Nova Scotia *or* Quebec under the following heads: (a) surface features, (b) climate, (c) industries.

3. (a) Sketch a map of the Great Lakes and mark in and name :—

(i) the great Lakes and their connecting waters;

(ii) the Welland and Sault Ste. Marie canals;

(iii) the following cities: Duluth, Chicago, Port Arthur, Milwaukee, Erie, Sarnia, Detroit, Owen Sound, Buffalo, Kingston, Hamilton, Cleveland.

(b) Specify the State in which each of the cities of the United States named in (a) (iii) above is situated.

4. Name (a) three of the principal products and (b) one important seaport of each of the following: Argentine Republic, Union of South Africa, India.

[OVER]

5. (a) Name one country in the Northern Hemisphere and one in the Southern Hemisphere over which the trade winds blow. State, in each case, the direction *from which* they blow.

(b) Describe the general effect of these winds upon (i) the temperature and (ii) the rainfall in each of these two countries.

6. (a) Account for the formation of each of the following : fog, clouds, rain, snow.

(b) Why is there little or no dew on cloudy nights ?

7. (a) Distinguish between igneous and sedimentary rocks. Give one example of each. What are metamorphic rocks? Give one example. Why are fossils found only in sedimentary rocks ?

(b) What are the chief agencies at work in changing rock to soil material ?

8. (a) State clearly the causes of (i) waves, (ii) tides, (iii) ocean currents.

(b) How would you account for the height of the tides of the Bay of Fundy ?

9. (a) Why are day and night at the equator always equal, each twelve hours in length ?

(b) Explain why, in Ontario, the days are longer and the nights shorter in June than they are in December.

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SENIOR HIGH SCHOOL ENTRANCE

ARITHMETIC AND MENSURATION

1. Kenora is 1289·4 miles and Winnipeg 1416·9 miles west of Montreal. An express leaves Kenora at 35 minutes after five and reaches Winnipeg the same morning at 50 minutes after nine. Find :—

- (a) Its average rate in miles per hour.
- (b) The time to the nearest minute it would take, travelling at this average rate, to go from Montreal to Winnipeg.

2. On June 10th, A bought a building lot for \$2920 and sold it at once for \$3650, receiving in payment one-half in cash and a six-month note for the remainder. He discounts the note immediately at a bank at 7 per cent. per annum. Find his gain in cash.

3. A Toronto merchant imported 1600 yards of dress goods invoiced at \$3·50 per yard, on which he paid an ad valorem duty of $12\frac{1}{2}$ per cent. He afterwards found that 10 per cent. of the goods had been damaged so that he had to sell them at 40 per cent. of their invoice price. At what price per yard must he sell the remainder to make a clear gain of \$1844 on the whole transaction?

4. A man bought, through his broker who charged $\frac{1}{8}$ per cent. brokerage, 120 shares of stock quoted at $149\frac{7}{8}$ per \$100 share and yielding annual dividends of 12 per cent.

- (a) Find how much the stock cost him.
- (b) Find the annual dividend.
- (c) Find how much the broker received on the transaction.
- (d) What rate of interest does the investor make on his investment?

[OVER]

5. A miller mixes 200 bushels of wheat costing \$2.25 per bushel of 60 lb., with 300 bushels of corn costing \$1.50 per bushel of 56 pounds, 400 bushels of oats costing 80 cents per bushel of 34 pounds, and 100 bushels of buckwheat costing \$1.75 per bushel of 48 pounds. He grinds the mixture at a cost of \$80. At what price per cwt. must he sell the ground grain to make a clear profit of 20 per cent. on his outlay?

6. A silo is cylindrical in shape with a conical roof. Its total height is $29\frac{1}{3}$ ft., and the height of the cylindrical part is 20 ft. The outer diameter of the silo is 14 ft. Find its entire outside surface in square feet.

7. A rectangular box which is 3 metres long and 25 decimetres wide (inside dimensions) contains water to a depth of 8.5 centimetres. Find:—

- (a) The surface of the water in square metres.
- (b) The number of litres of water in the box.
- (c) The weight of water in kilograms, if 1 cubic centimetre of water weighs 1 gram.

8. A hollow spherical shell of iron is $1\frac{3}{4}$ inches thick and has an external diameter of 21 inches. Find the number of cubic inches of iron in the shell.

Department of Education, Ontario

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SENIOR HIGH SCHOOL ENTRANCE

ALGEBRA AND GEOMETRY

1. Find the value of $2A - B + 4C$, if $A = 2x - 3y - 5z$, $B = 5x + 3y - 2z$, and $C = x - y - z$.

2. Multiply $a^2 + b^2 + c^2 - ab + ac + bc$ by $a + b - c$, and find the value of the product if $a = 1$, $b = 2$ and $c = -3$.

3. Factor:—

(a) $2 + 4x - 3y - 6xy$.

(b) $x^2 - 4y^2 - 12yz - 9z^2$.

(c) $27z^4 + 60z^2 - 7$.

4. Simplify:—

(a) $\frac{1}{x^2 - 2x} - \frac{2}{x^2 - 3x} + \frac{1}{x^2 - 5x + 6}$.

(b) $\left(\frac{a^2 - 3ab + 2b^2}{a^2 - b^2} \div \frac{4a - 8b}{a^2 + ab} \right)$.

5. Solve:—

(a) $x - \frac{x-2}{3} = 5\frac{3}{4} - \frac{x+10}{5} + \frac{x}{4}$.

(b) $\frac{x-1}{x-2} + \frac{x-5}{x-3} = 2$.

6. A boy, having $3\frac{1}{2}$ miles to go to school, starts at 8:15 a.m. on his bicycle and rides at the rate of 10 miles per hour till his bicycle breaks down. He wastes 10 minutes trying to fix it, then leaves it and walks the remainder of his journey at the rate of 4 miles per hour, arriving at school 4 minutes past 9 a.m. Find the distance that he walked.

[OVER]

PRACTICAL GEOMETRY

7. Make accurately the drawings required below. All construction lines must be shown but proofs are not required.

(a) On BC, a straight line 4 inches in length, describe an equilateral triangle ABC. Without the use of a graduated ruler, bisect BC at D. With D as centre and BD as radius, describe a circle cutting AB at E. Join EC and with a protractor measure the angle at ECB.

(b) Construct an isosceles triangle whose equal sides shall be 4 inches long and whose altitude shall be 2 inches.

With a protractor measure the angle at the vertex.

THEORETICAL GEOMETRY

8. (a) Divide any given straight line into three equal parts.

(b) ABCD is a rhombus. Show that the diagonal AC is the locus of all points equally distant from the lines AB and AD.

9. (a) The three interior angles of a triangle are together equal to two right angles.

(b) In any triangle the greater side has the greater angle opposite it.

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SENIOR HIGH SCHOOL ENTRANCE

ART

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 2.

(Three questions constitute a full paper. Questions 1 and 2 are obligatory; a choice is allowed between 3 and 4.)

1. Make a pencil drawing, in *outline*, about nine inches in width, of the group of objects submitted. The drawing must show (a) a well-chosen position on the sheet, (b) careful proportions, and (c) correct perspective.

2. Design, and express in water-colours in pleasing harmony, any *one* of the following:—

(a) A menu cover, six inches by nine inches, lettered THANKSGIVING DINNER, and suitably decorated with a drawing of a roast turkey on a platter (or of a table basket of fruit).

(b) A dining-table centre-piece, oval in form and nine inches long, suitably decorated with a wreath design suggested by the foliage and flower (or fruit) of some Canadian tree, shrub, or plant. (The candidate need finish only sufficient to show the colour scheme.)

(c) A tea-pot tile seven inches square, decorated with a border and an all-over pattern.

[OVER]

3. Make a water-colour drawing, about seven inches at its greatest dimension, of any *one* of the following :—

- (a) An apple tree in flower (or in fruit).
- (b) A robin (or any other Canadian bird).
- (c) The head of a horse, or of a dog.

4. Answer in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page :

(a) Illustrate from this picture the difference between “sky-line” and “eye-level”, and between “background” and “foreground”.

(b) Enumerate the means adopted by the artist to give prominence to the lady in the picture.

- (c) Point out in the picture the artistic indications of,—
- (i) action ;
 - (ii) strength ;
 - (iii) speed ;
 - (iv) perspective depth ;
 - (v) kind of day.

(d) Give the picture an appropriate name.



PAINTED BY CHARLES W. FURSE.

In the Tate Gallery, London.



ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

RE ART FOR THE LOWER SCHOOL, MODEL ENTRANCE, SENIOR
HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC SCHOOL
GRADUATION EXAMINATIONS, JUNE, 1921.

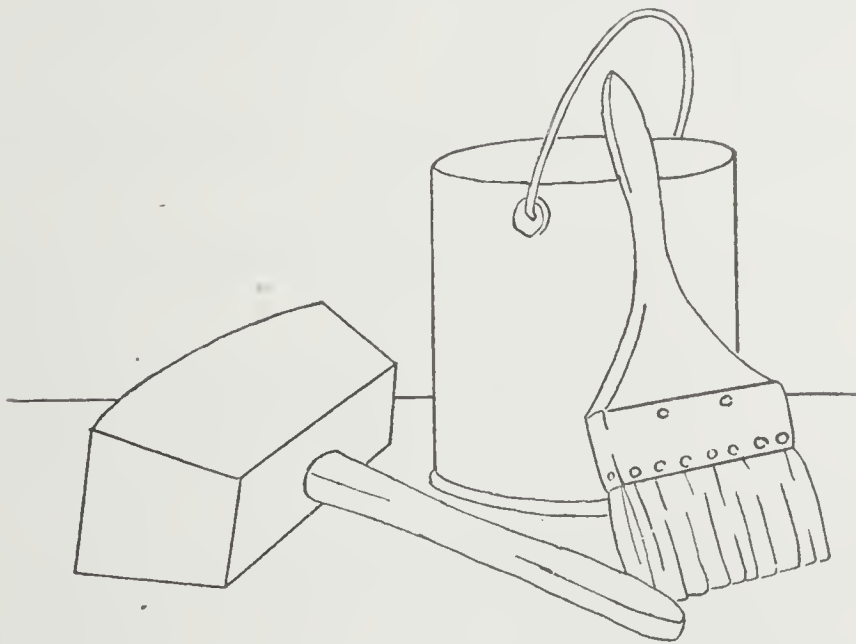
1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.

2. Each candidate shall be allowed four sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.

3. Each group of objects supplied shall be placed on supports on a level with the top of the desks or tables at which the candidates are drawing. One group of objects to every six or eight candidates should be sufficient.

4. For question 1, each group shall consist of —
- (a) A carpenter's mallet.
 - (b) A paint pot.
 - (c) A paint brush.

The group shall be arranged as in the following diagram.



5. If a mallet or paint pot should prove difficult to secure, a clawed hammer may be substituted for the mallet, and a half gallon or gallon honey pail, or preserve pail, or shortening pail, may be substituted for the paint pot.

This sheet must not be shown to the candidates.

Department of Education, Ontario

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SENIOR HIGH SCHOOL ENTRANCE

ELEMENTARY SCIENCE

BOTANY AND ZOOLOGY

1. Give a description of (a) a polypore, and (b) any parasitic fungus you have studied.
2. Write an account of any *two* of the following :—
 - (a) The storage of reserve food in plants.
 - (b) The structure of any winter bud you have examined.
 - (c) Adaptations for the dispersal of seeds.
 - (d) The functions of leaves.
3. Using drawings to illustrate your answer, describe *either*,—
 - (a) Any common fern, under the headings: (i) the underground organs, (ii) the unfolding of the frond, (iii) the position and nature of the fruit dots (sori) ;

OR

 - (b) The structure of the flower of *one* of the following :—
buttercup, petunia, common mustard, trillium, apple.
4. Write a description of the turtle, under the following headings :—
 - (a) The external covering of the body.
 - (b) Mode of locomotion.
 - (c) Life history.
5. (a) Discuss the economic value of any *two* of the following :
frog, woodpecker, earthworm, lady-bird beetle.
 - (b) Describe the fins of any fish you have studied, under the headings: (i) structure, (ii) number, (iii) position.
 - (c) Describe the skeleton of the front leg of the cat *or* the dog *or* the rabbit.

[OVER]

CHEMISTRY AND PHYSICS

6. (a) Describe an experiment to prove that carbon is one of the constituents of wood.

(b) A covered glass jar is known to contain either air or carbon dioxide. State how you would proceed to determine which gas is present.

7. Describe experiments to demonstrate any *two* of the following:—

(a) Sound is not transmitted in a vacuum.

(b) Air expands in heating and contracts in cooling.

(c) Light travels in straight lines.

(d) A piece of soft iron may be made a temporary magnet.

8. (a) Represent by a drawing *one* of the following: (i) a common pump, (ii) an hydrometer.

(b) Explain the principle of the action of the instrument you have drawn.

9. Using a drawing to illustrate your answer, describe the construction of a simple voltaic cell. Indicate on your drawing (a) the negative pole, (b) the direction of the current in the external conductor.

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

BOOKKEEPING AND WRITING

NOTE:— Special examination books, with journal and ledger ruling, will be supplied by the Presiding Officer at the beginning of the examination period.

May 2, 1921. S. P. Rankin, Niagara Falls, Ont., continues the general store business at 37 Main St.

Assets:—Cash in safe, \$130·25 ; amount on deposit in the Acme Savings Bank, \$1670·85 ; goods on hand, \$3765·60 ; L. Sparrow owes on account, \$64·70 ; K. Maxsom owes \$200·00 on his note at 3 months, dated Feb. 10, 1921.

Liabilities:—Balance due Parker & Co. on account, \$428·75 ; balance due Hurst & Sons on my note at 60 days, dated March 21, 1921, and payable at the Empire Bank, \$375·50.

May 2. Bought merchandise from Parker & Co., \$3530·90 ; gave in part payment, cheque, \$800·00 ; balance on account.

May 3. Prepaid rent of store for three months with cheque, \$180·00.

May 7. Sold M. Kilmer, on his note, merchandise, \$150·50.

May 13. K. Maxsom paid his note of Feb. 10 with cheque, \$200·00. Paid for wrapping-paper and twine, \$30 cash.

May 14. Sold L. Sparrow merchandise, \$500·60 ; received from him cash sufficient to pay this amount and also the balance of his account.

May 15. Cash sales for two weeks, \$1370·60. Deposited in the Acme Savings Bank, \$2200·00.

May 18. Accepted Parker & Co.'s draft drawn on me at 20 days, on account, for \$600·00.

May 23. Paid my note of March 21, with cheque, \$375·50.

May 27. Sold L. Sparrow merchandise, \$350·40. Drew a draft on him at 10 days for \$300·00 in part payment ; balance on account.

[OVER]

May 28. Paid Parker & Co., on account, \$2400, with cheque.
 May 31. Cash sales for two weeks, \$2850·90. Deposited cash in Acme Savings Bank, \$2700. Paid R. Spence his salary for the month, \$160, with cheque.

Inventory taken May 31, 1921.

Merchandise on hand	\$2750·60
Expense—2 months' rent prepaid	120·00

1. Using the methods of double entry bookkeeping,—

(a) Journalize the foregoing transactions, omitting the day book explanations.

(b) Post to the ledger.

(Allow the following space for ledger accounts: three spaces for each ledger heading, five spaces for the body of S. P. Rankin (Capital), and Expense accounts, eight spaces for the body of Cash, Acme Savings Bank, and Merchandise accounts, and three spaces for the body of all other accounts.)

(c) Take a trial balance.

(d) Close the ledger as follows: (i) those accounts which determine the gains, losses, and net worth; (ii) the Cash and Bank accounts. Leave the ledger in shape for continuing next month.

2. Make out the following business papers:—

(a) The note in favour of Hurst & Sons in the opening entry, for \$375·50.

(b) The draft on L. Sparrow on May 27, for \$300·00. Write the acceptance on the draft.

3. Write the following:—

Negotiable paper includes those instruments in use in a community which pass freely from one person to another by simple delivery or by indorsement. The word which gives them this negotiability is *bearer* or *order*. Those which are transferable by simple delivery are written payable to a certain person, firm or corporation, or bearer; and those which are transferable by indorsement are written payable to a certain person, firm or corporation, or order, and when transferred, the payee must write his name across the back of the instrument.

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

AGRICULTURE AND HORTICULTURE

NOTE:—*Candidates will take section A and either B or C.*

A

1. (a) Describe a laboratory or a kitchen method of canning beans *or* tomatoes. (Make a diagram of the apparatus used.)

(b) Account for the mould that is sometimes found on top of canned fruit.

2. (a) Name four perennial and four annual weeds.

(b) Describe the methods of seed dispersal of any *two* of the perennials and of any *two* of the annuals mentioned.

(c) Describe a method of eradication (one for each) of the weeds you have named.

3. Describe the process of butter-making (a) on a farm, *or* (b) in a creamery, including a description of the care of the milk, the cream, and the butter from the time the milk is drawn from the udder until the butter is ready for the table.

4. (a) Specify four common commercial fertilizers. Name the substances each is supposed to add to the soil.

(b) Outline an experiment which a farmer might perform to determine the benefits to be gained in using *one* of the commercial fertilizers named in your answer to (a).

5. A field 80 rods by 20 rods is to be tile drained with drains running parallel with the sides and terminating 1 rod from each end. The drains are 1 foot wide, 3 feet deep, and 2 rods apart, the outside drains being 1 rod from each fence. If tile costs 8 cents a foot, and excavating, laying, and filling cost 25 cents a cubic yard, find the cost of draining the field.

[OVER]

6. Describe (*a*) the purpose, (*b*) the method of management, of each of the following: (i) a nurse crop, (ii) a soiling crop, (iii) a green manuring crop, (iv) a hoe crop, (v) a cereal crop.

B

7. (*a*) Name the breeds of cattle usually listed under (i) dairy type, (ii) beef type, (iii) dual purpose type.

(*b*) Describe the special characters of a first class animal of each type.

8. (*a*) Name the breeds of sheep usually listed under (i) long-woolled type, (ii) medium-woolled type, (iii) fine-woolled type.

(*b*) Give the distinguishing features of each type.

C

7. (*a*) Describe, using drawings, one good method of grafting an apple tree.

(*b*) What are the chief advantages of grafting?

8. Describe the method of management of a strawberry plot, including planting, care, and harvesting. Name three difficulties encountered in growing strawberries.

Department of Education, Ontario

June Examinations, 1921

SENIOR HIGH SCHOOL ENTRANCE

HOUSEHOLD SCIENCE

1. (a) Describe, with drawings, the structure and composition of an egg. Name each constituent and give its food value.

(b) How would you care for and preserve eggs?

(c) Discuss the digestibility and nutritive value of (i) round steak, (ii) cheese, (iii) prunes.

2. The pantry contains butter, eggs, flour, gelatine, lemons, milk, pepper, salt, soda, sugar, tea, tomatoes, and yeast.

(a) Write a menu for a luncheon consisting of a soup, a simple dessert, bread or rolls, and a beverage.

(b) Outline your plan of work in preparing this luncheon, giving in detail your method of making and serving each dish.

3. State clearly the reasons you would advance for each of the following:—

(a) The long, slow cooking of cereals.

(b) The rapid boiling used in cooking rice or macaroni.

(c) The testing, boiling, and sealing of the jars used in canning.

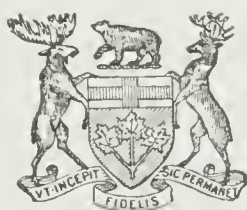
4. Write a note on the location, the furnishing, and the care of a room for the sick.

OR

Describe your method of washing white clothes.

5. (a) Give definite instructions for buying, cutting, and making from circular pillow cotton a pair of pillow slips $32\frac{1}{2}$ " long with hemstitched hems 3" wide.

(b) Fold 1" hems on two adjacent sides of the material provided and construct a square cut corner. Tell when and where it should be used.



ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

— RE —

HOUSEHOLD SCIENCE FOR THE LOWER SCHOOL, MODEL ENTRANCE,
SENIOR HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC
SCHOOL GRADUATION EXAMINATIONS,
JUNE, 1921.

For use in question 5 (b), the following material shall be
provided for each candidate:—

A piece of paper 5" square.

A ruler.

A pair of scissors.

Department of Education, Ontario

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SENIOR HIGH SCHOOL ENTRANCE

MANUAL TRAINING

1. (a) What considerations would guide you in selecting a hammer, a saw, and a chisel as part of a "home kit"?

(b) What other tools would you include in the kit?

2. A recess in a wall is 6 ft. high, 4 ft. wide, and 9 in. deep. You are required to fill this with a set of bookshelves for your own use.

(a) Draw the front elevation to a scale of 1 in. to 1 ft., showing all dimensions.

(b) Prepare a stock bill of the lumber required.

(c) State how you would make and fit the shelves.

3. On the opposite page is shown the working drawing of a salt box.

(a) Draw up a stock bill showing the number of pieces required and the finished dimensions and use of each.

(b) State the method you would adopt in making the salt box according to the particulars supplied in the drawing.

(c) Make an isometric drawing of the completed box.

OR

3. (a) What is meant by the hardening and the tempering of steel?

(b) Explain how you would temper a chipping chisel.

OR

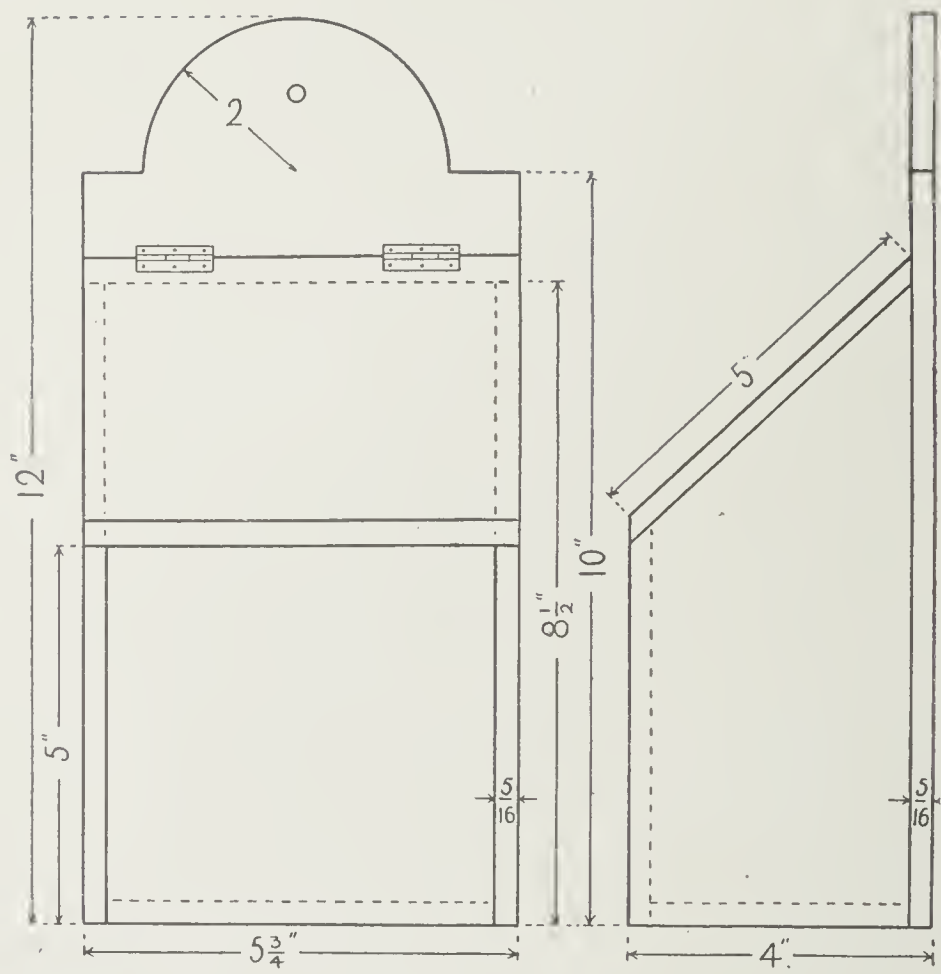
3. (a) What is the use of the "countershaft"?

(b) Distinguish between the "tight" pulley and the "loose" pulley. Describe the "cone" pulley and state its use.

(c) Why must softwood be turned at a higher speed than hardwood?

(d) What are scraping tools and when are they used?

4. Within an equilateral triangle of 6 in. sides, inscribe three equal circles each touching two others and two sides of the triangle.



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SENIOR HIGH SCHOOL ENTRANCE

LATIN

1. (a) Decline in the singular, *portus*, *virtus*, *tempus brevius*, and *obses incolumis*.

(b) Decline in the plural, *dies*, *agmen*, *rex*, *nox*, and *gladius longior*.

2. (a) Give the third person singular, in the indicative mood, of the following tenses of *cogo*: present passive, imperfect active, future perfect passive.

(b) Give the third person plural, in the indicative mood, of the following tenses of *video*: future active, future perfect active, pluperfect passive,

(c) Give the first person plural, in the indicative mood, of the following tenses of *audio*: future passive, perfect passive, perfect active.

(d) Give the principal parts of *mitto*, *pono*, *vereor*, *incendo*, and *pello*.

3. (a) Compare the following adjectives: *prudens*, *facilis*, *bonus*, *malus*, *magnus*.

(b) Form adverbs from the following adjectives and compare the adverbs thus formed: *latus*, *fortis*.

4. (a) Decline the relative pronoun *qui* in the feminine singular and in the neuter plural.

(b) Decline *ego* in full.

(c) Decline *is* in the masculine and neuter singular.

[OVER]

5. Translate into Latin :—

- (a) The Romans were fortifying the town with a double wall.
- (b) For many hours the troops had fought with the German infantry.
- (c) The fiercest of the Gauls will lay waste the fields far and wide.
- (d) At daybreak the braver soldiers reached the camp of the enemy.
- (e) The scouts informed the generals of the approach of the cavalry.
- (f) We shall set sail because (*quod*) the Belgians have been defeated.
- (g) We were not alarmed by the departure of the war-ships.
- (h) Caesar marched from the sea to the river.

6. Translate into English :—

(a) Secundo anno postquam ex civitate rex expulsus erat, Tarquinius auxilium a Larte Porsena petivit. Lars Porsena fines latissimos in Etruria habebat et multis de causis inimicus erat populo Romano. Maximas copias ex omnibus partibus Etruriae coegit et magnis itineribus ad flumen Tiberim contendit. Romani celeritate hostium adventus permoti sunt; alii ex agris in urbem convenerunt, alii proximas silvas petiverunt.

(b) Servius Tullius, rex sextus, prudentissimus erat omnium regum. Pauca bella gessit sed multa consilia cepit quae ad salutem rei publicae pertinebant. Pacem cum Latinis confirmavit et principatum omnium finitimorum populorum obtinebat. Septem colles magnis et firmis munitionibus cinxit. Post multos annos a Tarquinio, filio regis quinti, necatus est.

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SENIOR HIGH SCHOOL ENTRANCE

FRENCH

A

Write, in French, answers, consisting of at least ten words each, to the following questions:—

1. De quelles couleurs sont les feuilles des arbres au printemps et en automne?
2. Le paysan que fait-il dans les champs au printemps?
3. Quels animaux trouve-t-on à la ferme?
4. Combien de fenêtres, de portes et de pupitres y a-t-il dans votre salle de classe?

B

Write the following in French, and give the English translation of each word:—

- (a) The names of the days of the week.
- (b) The cardinal numerals from 1 to 10.

C

Translate into French:—

1. A new house; some dry bread; an old tree; Paris mud; the ripe apples; a steam-boat; a postage-stamp; a branch covered with fruit; in his turn; the keys of the church.
2. We are eating; you will buy; he was beginning; I cannot; they are growing larger.

D

Translate into French any *seven* of the following sentences:—

1. Mr. Simon used to live in a little white house.
2. The train is on time to-day, but it was late yesterday.
3. There are neither cherries nor pears in our neighbour's orchard.
4. What beautiful apples! Where did you buy them? At the dealer's.
5. I do not like the winter in Canada, for the weather is too cold and there is a great deal of snow.

[OVER]

6. I bought some eggs and a bag of potatoes at the market this morning.
7. The pupils are studying the words that are on the black-board.
8. I shall be glad to see my uncle and aunt when they arrive.
9. What time is it by your watch? It is half-past ten, but my watch is slow.
10. Look out of the window and tell me what you see.

E

Translate into English:—

1. N'ayez pas peur, monsieur, vous ne manquerez pas le train . . . Voilà quinze ans que je mène des voyageurs au chemin de fer . . . et jamais je ne leur ai fait manquer le train ! Entendez-vous, monsieur, jamais !

2. Et le jour se levait, clair, doux, un beau matin de juin, entrant dans l'étroite chambre de la rue des Abbesses, où se mourait le petit François, l'enfant de Jacques Legrand et de Madeleine Legrand sa femme.

Express in French:—little John ; little Mary.

F

Translate into English:—

Il y avait une fois une petite fille qui demeurait dans une jolie petite maison avec sa mère.

Un jour la petite fille dit à sa mère : “Ma mère, je veux aller à la forêt cueillir des violettes”. La mère répondit : “Des violettes, dans cette saison ! C'est impossible, ma fille, dans la forêt il y a seulement de la neige et de la glace.”

Mais la petite fille insista et bientôt elle partit. En arrivant à la forêt elle chercha les violettes, mais elle n'en trouva pas. Enfin elle eut froid, et elle regarda à droite et à gauche pour voir s'il y avait du feu quelque part. Enfin elle vit un grand feu à quelque distance. Elle y alla et vit douze hommes assis autour du feu.

Un des hommes avait un bâton à la main, et en voyant la petite fille il dit : “Petite, que cherchez-vous dans la forêt ?” La petite fille répondit : “Monsieur, je cherche des violettes”. Il regarda la petite fille un instant, et dit : “Chauffez-vous, ma pauvre enfant”. Alors il prit son bâton, se tourna vers un autre homme, lui donna le bâton et dit : “Frère Mai, les violettes sont votre affaire. Voulez-vous aider cette petite fille ?”

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JUNIOR PUBLIC SCHOOL GRADUATION

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Schoolmaster and the Boys (page 69).

The Return of the Swallows (page 159).

Briggs in Luck (page 180).

The Defence of the Bridge (page 235).

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JUNIOR PUBLIC SCHOOL GRADUATION

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time to enable the candidate to grasp the sense ; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY ; the third, for review.

(Value 100)

[See Circular 34, page 37, Sec. 7 (2)]

A

The return of the robin is heralded with delight and commonly announced by all the local newspapers like that of eminent or notorious people to a summer resort, as the first notification of spring. And such his first appearance in the orchard and garden undoubtedly is. In spite of being classified as a migratory thrush, sometimes a solitary one takes the notion to winter here. Although the thermometer may register as low as nineteen degrees below zero, he seems to be well fortified to withstand cheerfully this severe temperature. Among the gardeners who prize their early small fruit, the robin has a bad reputation. The luscious and juicy raspberry and cherry are considered by him to be his legitimate prey, and occasionally he selects the spacious pocket in the coat of the scarecrow as a convenient house to rear his young, thus adding impudence to injury. Yet, whatever faults he has, we give him a hearty greeting in the spring and gladly forfeit a fair proportion of our luxuries in exchange for his cheerful presence.

B

1. The practice of prosecuting for every trifling offence will antagonize the most peaceful citizens.

2. The mortgage against the machinery was collected after a tedious lawsuit.

3. The barometer is carefully observed by navigators to enable them to forecast the weather.

4. The municipal council of the corporation assessed the bachelors at double the ordinary rate.

5. The unwarranted expenditure by the committee was denounced by the opposition.

6. The wedding garment of the bride was adorned with many gorgeous patterns of crystal beads.

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JUNIOR PUBLIC SCHOOL GRADUATION

ENGLISH GRAMMAR

Values	1. Before the two elder brothers went out that day, they told little Gluck, who was left <i>to mind</i> the roast, that he must let nobody in. Gluck sat down <i>quite</i> close to the fire because <i>it</i> was raining very hard and the kitchen walls were by no means <i>dry</i> . Gluck could not understand why his brothers never asked anyone to dinner when so many <i>went past</i> their door weary and hungry.
$2 \times 7 =$ 14	(a) Write in full the subordinate clauses in the above extract, and give the kind and the relation of each.
$2 \times 6 =$ 12	(b) Parse the italicized words.
12	2. Analyse fully:— One evening, as I wandered forth Along the banks of Ayr, I spied a man whose aged step Seemed weary, worn with care.
$3 \times 6 =$ 18	3. Write the following sentences, selecting from the brackets the proper words; give reasons for your selections:— (a) I wish it (was, were) not so late. (b) (Has, Have) either of you seen him lately? (c) He seemed (real, really) glad to see us. (d) Nothing but leaves ever (grow, grows) on that tree. (e) That is the boy (who, whom), we all thought, would win it. (f) She is one of the best students that (has, have) ever attended our school.
$2 \times 5 =$ 10	4. State the exact relation of each of the italicized words in the following sentences:— (a) She taught <i>us mathematics</i> all morning. (b) The work made <i>George</i> , the younger <i>brother</i> , tired.

[OVER]

Values

$$\begin{array}{r} 2 \times 5 = \\ 10 \end{array}$$

5. Write the following forms of the verb *strike* :—

- (a) First plural, present progressive, active, indicative.
- (b) Third singular, present, passive, subjunctive.
- (c) Second plural, past emphatic, indicative.
- (d) Third plural, present perfect, passive, indicative.
- (e) First singular, promissive future, active.

$$\begin{array}{r} 3 \times 4 = \\ 12 \end{array}$$

6. (a) Change each of the following to a simple sentence :—

- (i) The picnic was a failure because the day was rainy.
- (ii) When he reached the top of the hill, the traveller paused in order that he might view the valley.

(b) Change each of the following to a complex sentence :—

- (i) Night came on, making travelling difficult.
- (ii) It is impossible for such a thing to happen.

$$\begin{array}{r} 4 \times 3 = \\ 12 \end{array}$$

7. Distinguish the meaning of the sentences in each of the following pairs :—

- (a) He will be there before noon.
He shall be there before noon.
- (b) Can I go to the picnic?
May I go to the picnic?
- (c) Mary only swept the hall.
Mary swept only the hall.

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JUNIOR PUBLIC SCHOOL GRADUATION

ENGLISH COMPOSITION

Values

NOTE :—*In valuing this paper, neatness and spelling will be considered.*

50

1. Write a composition on *one* of the following subjects :—

- (a) My greatest adventure.
- (b) The store (*or* church) that I know best.
- (c) How base-ball (*or* basket-ball) is played.
- (d) A shopping expedition.
- (e) My plans for the next year.
- (f) The story of Sir Launfal, *or* the story of Sir Galahad.

50

2. Write a short speech on *one* of the following subjects, taking either the affirmative or the negative :—

- (a) The gasoline engine is more useful to man than is the horse.
- (b) We should have a national telephone system, owned and operated by the State.
- (c) In Canada, country life is preferable to city life.
- (d) Canadian history is more interesting than British history.

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JUNIOR PUBLIC SCHOOL GRADUATION

ENGLISH LITERATURE

Values

1. The reader can now have little doubt who the Ethiopian slave really was, with what purpose he had sought Richard's camp, and wherefore and with what hope he now stood close to the person of that monarch, as, surrounded by his valiant peers
5 of England and Normandy, Cœur-de-Lion stood on the summit of St. George's Mount, with the banner of England by his side, borne by the most goodly person in the army, being his own natural brother.

From several expressions in the King's conversation with
10 Neville on the preceding day, the Nubian was left in anxious doubt whether his disguise had not been penetrated, especially as the King seemed to be aware in what manner the agency of the dog was expected to discover the thief who stole the banner, although the circumstance of such an animal's having
15 been wounded on the occasion had been scarce mentioned in Richard's presence. Nevertheless, as the King continued to treat him in no other manner than his exterior required, the Nubian remained uncertain whether he was or was not discovered, and determined not to throw his disguise aside volun-
20 tarily.

Meanwhile, the powers of the various Crusading princes, arrayed under their royal and princely leaders, swept in long order around the base of the little mound; and, as those of each different country passed by, their commanders advanced a step
25 or two up the hill, and made a signal of courtesy to Richard and to the standard of England, "in sign of regard and amity," as the protocol of the ceremony heedfully expressed it, "not of subjection or vassalage." The spiritual dignitaries, who in those days veiled not their bonnets to created being, bestowed
30 on the King and his symbol of command their blessing instead of rendering obeisance.

3 (a) State in a phrase or short sentence the topic of each paragraph.

2 × 4 = 8 (b) Who was the Ethiopian slave? What was his "purpose" (line 2)? What was his "hope" (line 3)? Why was he disguised?

2 (c) Why were Cœur-de-Lion and his followers gathered on this occasion?

[OVER]

(d) Explain :—

- | | |
|---|--|
| 4 | (i) was left in anxious doubt whether his disguise had not been penetrated (lines 10, 11); |
| 2 | (ii) the agency of the dog was expected to discover the thief (lines 12, 13); |
| 2 | (iii) in no other manner than his exterior required (line 17); |
| 2 | (iv) their commanders.....made a signal of courtesy (lines 24, 25); |
| 2 | (v) "in sign of regard and amity" (line 26); |
| 2 | (vi) "not of subjection or vassalage" (lines 27, 28); |
| 2 | (vii) rendering obeisance (line 31). |

2.

"Oh, Tiber! father Tiber!

To whom the Romans pray,
A Roman's life, a Roman's arms,
Take thou in charge this day."

5 So he spake, and speaking sheathed
The good sword by his side,
And with his harness on his back,
Plunged headlong in the tide.

No sound of joy or sorrow

10 Was heard from either bank ;
But friends and foes, in dumb surprise,
With parted lips and straining eyes,
Stood gazing where he sank ;
And when above the surges

15 They saw his crest appear,
All Rome sent forth a rapturous cry,
And even the ranks of Tuscany
Could scarce forbear to cheer.

But fiercely ran the current,

20 Swollen high by months of rain :
And fast his blood was flowing,

And he was sore in pain,
And heavy with his armour,
And spent with changing blows :

25 And oft they thought him sinking,
But still again he rose.

2 + 2 =

4

(a) Who is the speaker in the first four lines of the extract? What circumstances led up to the prayer here uttered?

2 × 3 =

6

(b) Express the subject of each stanza in a phrase or short sentence.

Values

$$\begin{array}{r} 2 \times 7 = \\ 14 \end{array}$$

(c) Explain :—

- (i) Take thou in charge this day (line 4);
- (ii) with his harness on his back (line 7);
- (iii) No sound of joy or sorrow
Was heard from either bank (lines 9, 10);
- (iv) in dumb surprise (line 11);
- (v) when above the surges
They saw his crest appear (lines 14, 15);
- (vi) All Rome sent forth a rapturous cry (line 16);
- (vii) Could scarce forbear to cheer (line 18).

3

(d) Tell the part of the story following the passage contained in the extract.

12

3. Quote *either* —

(a) three stanzas of *The Solitary Reaper*;

OR

(b) two stanzas of *Sir Galahad*, beginning “Sometimes on lonely mountain-meres”.

$$\begin{array}{r} (1 + 3) \\ \times 3 = \\ 12 \end{array}$$

4. In regard to any *three* of the following extracts, (i) specify the poem from which each is taken, and (ii) give the meaning of each :—

- (a) “Lay on him the curse of the withered heart,
The curse of the sleepless eye
Till he wish and pray that his life would part,
Nor yet find leave to die.”
- (b) They bore within their breast the grief that fame can
never heal,—
The deep, unutterable woe which none save exiles feel.
- (c) Nothing useless is, or low ;
Each thing in its place is best ;
And what seems but idle show
Strengthens and supports the rest.
- (d) For there are moments in life, when the heart is so full
of emotion,
That if by chance it be shaken, or into its depths like a
pebble
Drops some careless word, it overflows, and its secret,
Spilt on the ground like water, can never be gathered
together.

[OVER]

Values

5. All day the dreamy sunshine steeps
In gold the yellowing beeches,
In softest blue the river sleeps
Among the island reaches.

5 Upon the glassy stream the boat
Glides softly, like a vision ;
And, with its shadow, seems to float
Among the isles Elysian.

About the plummy golden-rod
10 The tireless bee is humming,
While crimson blossoms star the sod
And wait the rover's coming.

The birch and maple glow with dyes
Of scarlet, rose, and amber ;
15 And like a flame from sunset skies
The tangled creepers clamber.

So still the air—so like a dream—
We hear the acorn falling ;
And, o'er the scarcely rippled stream,
20 The loon's long-quavered calling.

The robin softly, o'er the lea,
A farewell song is trilling ;
The squirrel flits from tree to tree
Its winter storehouse filling.

2

(a) To what season does the poet refer in this selection?

$2 \times 3 =$
6

(b) Select three expressions which indicate the season.

$2 \times 6 =$
12

(c) Explain:—

- (i) All day the dreamy sunshine steeps
In gold the yellowing beeches (lines 1, 2) ;
- (ii) In softest blue the river sleeps
Among the island reaches (lines 3, 4) ;
- (iii) About the plummy golden-rod
The tireless bee is humming (lines 9, 10) ;
- (iv) While crimson blossoms star the sod
And wait the rover's coming (lines 11, 12) ;
- (v) The birch and maple glow with dyes
Of scarlet, rose, and amber (lines 13, 14) ;
- (vi) The robin softly, o'er the lea,
A farewell song is trilling (lines 21, 22).

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JUNIOR PUBLIC SCHOOL GRADUATION

CANADIAN HISTORY

Values

$8 \times 3 =$
24

1. Give accounts of any *three* of the following :—

- (a) *Coureurs de bois*.
- (b) The Heroes of the Long Sault.
- (c) The circumstances and events leading up to the building of the Canadian Pacific Railway.
- (d) The Red River Rebellion of 1870.

$8 \times 2 =$
16

2. (a) Show why the British and the French in North America were so frequently at war.

(b) Sketch the career of General Wolfe in Canada.

$8 \times 2 =$
16

3. (a) State the circumstances which led to the Rebellion of 1837.

(b) Give an account of Lord Durham's administration in Canada and specify the chief recommendations of his Report.

$8 \times 2 =$
16

4. Give accounts of any *two* of the following :—

- (a) Sir Isaac Brock.
- (b) Joseph Howe.
- (c) Sir Charles Tupper.

$8 \times 2 =$
16

5. (a) Why and how did Canada aid Great Britain in the Boer War, 1899-1902?

(b) What assistance was rendered the Allies by Canada during the Great War?

$2 \times 4 =$
8

6. (a) State the mode of selection of each of the following :—

- (i) The Governor-General of Canada.
- (ii) The Premier of Canada.
- (iii) The Lieutenant-Governor of Ontario.
- (iv) The Premier of Ontario.

4

(b) Give the name of the present occupant of each of these offices.

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JUNIOR PUBLIC SCHOOL GRADUATION

GEOGRAPHY

NOTE:—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map of Canada. If a candidate spoils his copy another copy may be given to him in its place.

Values	
	1. On the accompanying map of Canada,—
10	(a) Locate the chief centres for the production of coal, silver, wood pulp, fruit, furs, nickel, dairy products, asbestos, petroleum, salt.
9	(b) Mark in and name the following cities: Sault Ste. Marie, Sydney, Saskatoon, Moncton, Sherbrooke, Prince Rupert, Fort William, Hamilton, Kingston.
	2. "Canada contains five well-marked physical divisions which, in their general characteristics, vary greatly."
10	(a) Name and state the location of each of these divisions.
8	(b) Describe (i) the surface features and (ii) the railway facilities of Northern Ontario.
4	3. (a) Give reasons why Great Britain is a manufacturing country.
10	(b) Name <i>five</i> of the leading industrial centres in the British Isles, and state the chief manufactured product of each centre.
4	(c) Name <i>four</i> kinds of raw materials required for the industries of the British Isles that must be imported from other countries, and state a country from which each is imported.

[OVER]

Values

- | | |
|----|---|
| 5 | 4. (a) Name <i>three</i> British colonies on the west coast of Africa and <i>two</i> on the east coast. |
| 6 | (b) Give a general account of (i) the products, (ii) the people, and (iii) the government, of the Union of South Africa. |
| 6 | 5. (a) Specify the natural products of Japan, and name two of its commercial cities. |
| 6 | (b) Trace the chief trade routes by which Japanese goods reach Great Britain. |
| 3 | 6. (a) Name the <i>three</i> countries of South America that lie between the northern boundary of Chili and the Isthmus of Panama. |
| 4 | (b) Describe, giving explanations, the climate of this part of South America. |
| 5 | (c) What are the chief natural products of this part of South America? |
| 10 | 7. Locate the following cities and state for what each is important : Bombay, Johannesburg, Buenos Aires, New Orleans, Singapore, Rotterdam, Marseilles, Chicago, Halifax, Archangel. |

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JUNIOR PUBLIC SCHOOL GRADUATION

ARITHMETIC

NOTE:—*In the case of each of the questions in Part B (viz., 7, 8, and 9) no marks will be given by the examiner unless the answer is correct.*

Values	A												
12	1. A cylindrical oil can measures 14 inches in diameter and is 16 inches deep. How many gallons, quarts, and pints will it contain if 1 cu. ft. contains $6\frac{1}{4}$ gals. ?												
12	2. A man who has \$36,960 to invest learns that he may buy a 10% stock at 132, or 8% bonds at 105. Omitting brokerage, find which would yield him the greater annual income. By how much would it be the greater ?												
13	3. A Toronto merchant bought in Scotland 80 yards of tweed at \$7.20 per yard. He paid an ad valorem duty of $22\frac{1}{2}\%$ and a specific duty of $37\frac{1}{2}$ cents a yard. What must he charge for it per yard to make a profit of 40% on the entire cost ?												
6 + 6 = 12	4. The estimated expenditure for the municipal government of the town of Middleton for 1921, is as follows:— <table><tr><td>For education</td><td>\$55,000</td></tr><tr><td>For fire, water, and light</td><td>35,000</td></tr><tr><td>For streets, etc</td><td>24,400</td></tr><tr><td>For police and salaries</td><td>16,350</td></tr><tr><td>For interest on debt</td><td>15,450</td></tr><tr><td>For incidentals</td><td>800</td></tr></table> The total assessment of the town is \$5,250,000. Find the tax rate for the year, and the income tax that should be paid by a man whose income is \$3500, of which \$1950 is exempt.	For education	\$55,000	For fire, water, and light	35,000	For streets, etc	24,400	For police and salaries	16,350	For interest on debt	15,450	For incidentals	800
For education	\$55,000												
For fire, water, and light	35,000												
For streets, etc	24,400												
For police and salaries	16,350												
For interest on debt	15,450												
For incidentals	800												

[OVER]

13

5. \$600 $\frac{0.0}{100}$

Toronto, Nov. 4th, 1920.

On demand I promise to pay George Creditor the sum of Six Hundred $\frac{0.0}{100}$ dollars with interest at 6% per annum. Value received. A. Debtor.

On Jan. 16th, 1921, \$100 was paid on account of the above note. The balance owing was paid on June 11th, 1921. What was this balance?

13

6. I shipped to my agent in the West 1000 bags of potatoes that cost me \$2.50 a bag, with instructions to sell on a commission of $2\frac{1}{2}\%$ and to remit me the proceeds after deducting all expenses. He paid expenses \$1037.50, and sold 400 bags at \$6.75 a bag, 390 at \$5.60 a bag, 60 at \$3.90 a bag. The rest was worthless. Find my gain or loss.

B

7

7. *No marks will be given unless the answer is correct.*

Simplify $\frac{17.28 \times .007 \div 1.008}{.6 \text{ of } 2.4}$.

9

8. *No marks will be given unless the answer is correct.*

Find the total value of:—

7640 feet of lumber	@	\$39.50	per M
9384 lb. of barley	@	1.98	per bushel
39 lb. 7 oz. of butter	@	.48	per pound
(48 lb. of barley = 1 bushel)			

9

9. *No marks will be given unless the answer is correct.*

On January 1st, 1918, I borrowed \$600, agreeing to pay interest at the rate of 6% per annum, compounded yearly. How much shall I owe on January 1st, 1922?

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JUNIOR PUBLIC SCHOOL GRADUATION

ART

NOTE 1:—A separate sheet of drawing paper shall be used in answering each of the four questions.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in the answer to question 3.

Values

NOTE:—In answering question 1, place your drawing of (a) on one half, and your drawing of (b) on the other half, of a sheet of drawing paper previously folded across the centre.

1. With your *lead pencil* make an *outline* drawing of each of the following:—

10 (a) A military (bell-shaped) tent. Make the drawing about six inches high.

15 (b) A cubical block showing three faces. Make its nearest vertical edge about four inches long. Upon each of the three visible faces of the block print, in large capitals parallel with the edges of the block, E, H, T,—one letter to each face.

25 2. Paint in *water-colours* any *one* of the following:—

(a) An ice cream cone containing strawberry ice cream. Make the drawing about five inches high.

(b) A heaped-up box of large cherries. Make the drawing about six inches wide.

(c) An apple tree in autumn. Make the drawing about seven inches high.

[OVER]

25

3. The candidate will take *one* of the following:—

(a) Design an oil-cloth suitable in pattern and in colour for a bath room floor. Make the design six inches square and finish it in water-colour tints.

(b) Draw three Chinese lanterns (each $1\frac{1}{2}$ inches wide) suspended from a line. Using the primary and secondary colours, paint the upper half of each lantern in a primary colour, and the lower half of each in a secondary colour complementary to the one used above it.

(c) Draw, and tint, an enclosure four inches by seven inches. Within it arrange in bold, well-spaced capital letters the words—

GIFTS FOR CHILDREN.

4. Answer, in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:—

6 (a) Briefly describe what each person and animal in the picture is doing.

4 (b) Which object in the picture has the artist intended to be the most interesting? Give reasons for your answer.

4 (c) Where is the eye-level located in this picture? How do you find it?

4 (d) Select some object on the table and from a careful examination of it tell (i) the kind of day, (ii) the time of the meal (breakfast, dinner, or supper).

7 (e) Show where the principles of convergence and foreshortening have been applied in the drawing of the table and the dishes.

OR

(e) Make an enlarged pencil drawing (about three inches high) of the pitcher on the table near the front of the picture.



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ELEMENTARY SCIENCE

Values

BOTANY

$2 \times 4 =$
8

1. (a) Using drawings to illustrate your answer, describe any *four* of the following plant structures: gamopetalous corolla, net-veined leaf, fibrous root, underground stem, stone fruit, tendril.

4

(b) Name plants you have studied, one in each case, that possess the structural features you have described in 1 (a).

6

(c) State the means whereby leaves secure a favourable exposure to light.

8

2. (a) Describe an experiment you have performed that will demonstrate *one* of the following:—

(i) In the process of germination seeds produce carbon di-oxide.

(ii) Roots absorb moisture.

$3 \times 2 =$
6

(b) Describe the structure of the fruit of *two* of the following: apple, buttercup, bean.

ZOOLOGY

3. (a) Write a description of the fresh water clam under the following headings:—

3

(i) Its mode of locomotion.

3

(ii) Its manner of feeding.

4

(iii) The structure of the shell.

4

(b) Describe the movements that may be observed in the throat and sides of a frog during the process of respiration.

[OVER]

Values

$5 \times 2 =$
10

4. (a) Using drawings, describe any *two* of the following and, in each case, state the use of the organ to the animal possessing it:—

(i) The gill of a fish.

(ii) The tongue of a frog or of a toad.

(iii) The mouth parts of a butterfly.

3 (b) Name three birds that are winter residents in Ontario.

4 (c) Describe the winter feeding habits of *two* of these birds.

PHYSICS

7 5. (a) The density of lead is 11.2 grams per cubic centimetre. Express in kilograms the weight of a rectangular block of lead whose dimensions are, length 2 decimetres, width 8 centimetres, thickness 5 centimetres.

7 (b) Using a drawing to illustrate your answer, describe a method for raising a heavy weight by the use of a wheel and axle.

8 6. (a) A specific gravity bottle whose capacity is 25 cubic centimetres weighs 40 grams; when filled with alcohol it weighs 60 grams. Given that one cubic centimetre of water weighs one gram, find the specific gravity of the alcohol.

5 (b) What is the force that causes water to rise in a common pump when the piston is ascending?

10 7. Describe an experiment, including the observations you have made, to demonstrate *one* of the following:—

(a) A body floating in a liquid will displace a volume of the liquid whose weight is equal to the weight of the body.

(b) Air has weight.

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BOOK-KEEPING AND WRITING

NOTE 1 :—*Specially prepared paper for the following work may be obtained from the presiding examiner.*

NOTE 2 :—*In valuing the writing from the answers to this paper the examiner will pay special attention to freedom of movement, and to correctness of letter formation, slant, and connections.*

Values	May 2, 1921. W. J. Crossley, Collingwood, Ont., commences business at 17 Peter St. <i>Assets</i> :—Cash in safe, \$185·50; amount on deposit in the Provincial Bank, \$960·75; goods on hand, \$5200·00; note against R. Dempster, dated March 15, 1921, at two months, for \$175·00; W. R. Phillips owes on account, \$67·30. <i>Liabilities</i> :—Note in favour of H. E. Adams & Co., for \$300·00; amount owing to E. K. Simpson & Co., on account, \$560·40.
	May 3. Engaged S. Williams as clerk at \$75·00 per month. Paid rent of store for May, with cheque, \$75·00.
	May 4. Sold P. Lambert, on account, 1 bag gran. sugar, \$20·00; 10 lb. coffee at 48c.; 50 yd. blue denim at 45c.; 1 suit clothes, \$45·00.
	May 7. Bought of S. Morton, for cash, office furniture, \$175·00.
	May 10. Bought of E. K. Simpson & Co., on account, goods as per invoice, \$1650·80.
	May 12. Sold P. Lambert 20 gal. golden syrup at 90c.; 15 lb. black tea at 80c.; 1 pr. men's shoes, \$7·50. Received in part payment 20 doz. eggs at 60c.; 10 lb. dairy butter at 65c.; balance on account.
	May 14. Sent E. K. Simpson & Co., on account, cheque for \$600, and my note at 10 days, payable at the Provincial Bank, \$1511·20. Cash sales for 2 weeks, \$1875·80. Deposited in Bank, \$1750·00.

[OVER]

Values	May 18. R. Dempster paid his note, \$175, with cheque. (Not included in cash sales on May 31.)
	May 21. W. R. Phillips paid on account, cash, \$50·00. (Not included in cash sales on May 31.)
	May 27. Paid my note given on May 14, with cheque, \$1511·20.
	May 30. Sold W. R. Phillips, on account, 100 lb. gran. sugar at 20c.
	May 31. Cash sales for 2 weeks, \$1960·50. Deposited in Bank, \$2000·00. Paid S. Williams' salary with cheque, \$75·00.

Inventory taken May 31, 1921 :

Goods on hand.....\$3263·80
Office Furniture..... 170·00

1. Applying the methods of single entry book-keeping to the foregoing transactions,—

25 + 8
+ 10 = 43 (a) Make the necessary entries in Journal, Cash Book, and Ledger.
(Allow three lines for the heading and four lines for the body of each account in the ledger.)

2 + 2
+ 3 = 7 (b) Make a brief statement at the end of the Journal showing the balances of (i) Goods on hand, (ii) Bills Receivable, (iii) Bills Payable.

3 (c) Balance and close the Cash Book.

10 (d) Either keep a Provincial Bank account in the Ledger, or make out a Bank Pass Book to show the balance on deposit.

11 + 3
= 14 (e) Make a statement of Assets and Liabilities, and a statement of Net Gain or Net Loss.

5 (f) Close W. J. Crossley's Capital Account.

5 + 5 = 2. Make out the following business papers:—

10 (a) The cheque given on May 14.

(b) The promissory note in the opening entry, received March 15.

8 3. Write the following paragraph in a business hand :

An accommodation note or acceptance is one in which the person signing the note or accepting the draft does so without receiving any value therefor, and merely for the purpose of lending his name to some other person as surety. The accommodation party is liable on the instrument to any holder for value, whether such holder, when he took the note or acceptance, knew such party to be an accommodation party or not.

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JUNIOR PUBLIC SCHOOL GRADUATION

AGRICULTURE AND HORTICULTURE

Values	
8	1. (a) What general rule should be used to decide the depth at which seeds ought to be planted?
8	(b) How deep should the following seeds be planted: onions, lettuce, radish, corn, beans?
8 + 8 = 16	2. What general provision should be made for the care of garden tools (a) at the end of each day's use, (b) at the close of the season?
7	3. (a) Which of the following vegetables are usually grown from seed: lettuce, rhubarb, tomatoes, horse-radish, carrots, onions, potatoes?
8	(b) In order to secure seed from the plants mentioned above that are not annuals, what methods of procedure should be followed?
2 × 3 = 6	4. (a) Name two spray mixtures used in the control of biting insects, two in the control of sucking insects, and two in the control of fungus diseases.
3 × 3 = 9	(b) Describe the method of preparation and application of any <i>three</i> spray mixtures you have named.
5 + 5 = 10	5. (a) Describe, using a diagram, (i) the preparation, and (ii) the management of a hot bed.
8	(b) What are the advantages of using a hot bed? Make your answer definite by referring to those plants which are usually started or grown in a hot bed.
20	6. A ten-acre field of oats yields 63·5 bushels of grain per acre which is marketed at 92c. a bushel. Calculate the net profit to the farmer if his operating costs were as follows: (a) rental of land, \$5·00 per acre; (b) seed, two bushels per acre, \$1·50 a bushel; (c) plowing, \$2·80 per acre; (d) harrowing, 50c. per acre; (e) rolling, 30c. per acre; (f) sowing, \$1·50 per acre; (g) harvesting, \$6·10 per acre; (h) threshing, 4c. a bushel; (i) hauling to market, 9c. a bushel.

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JUNIOR PUBLIC SCHOOL GRADUATION

HOUSEHOLD SCIENCE

Values

- | | |
|----------------|---|
| 15 | 1. (a) Name the nutritive constituents of food, and state the uses of each to the body. |
| 5 | (b) Give three sources of each nutritive constituent. |
| 5 | (c) Discuss the importance of milk in the feeding of the sick. |
| 12 | 2. (a) Standard cake: $\frac{1}{4}$ cup butter, $\frac{1}{2}$ cup milk, $\frac{3}{4}$ cup sugar, $1\frac{1}{2}$ cup flour, 2 eggs, $1\frac{1}{2}$ tsp. baking powder, $\frac{1}{2}$ tsp. vanilla essence.
Write definite directions for mixing and baking this cake. |
| 4 + 4 + 6 = 14 | (b) Explain how you would prepare each of the following: (i) cornmeal porridge, (ii) poached eggs, (iii) broiled steak. |
| 7 | 3. (a) How would you proceed to wash the dishes used in preparing and serving a three-course breakfast? |
| 6 | (b) Write a note on the daily care of the bath room. |
| 11 | (c) Giving reasons for each step, describe your method of washing woollens. |
| 3 × 4 = 12 | 4. (a) Using the material provided, make a line of sewing 1 in. long to illustrate each of the following stitchforms: (i) hemming stitch, (ii) overhanding stitch, (iii) combination stitch, (iv) buttonhole stitch. |
| 9 | (b) Name three seams commonly used in sewing and state one use for each seam. |
| 4 | (c) Describe, with drawings, your method of mending a cashmere stocking with a hole in it. |



ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

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HOUSEHOLD SCIENCE

For use in question 4 (a), the following material shall be provided for each candidate:—

A piece of cotton 3 in. square.

A needle.

Coloured thread.

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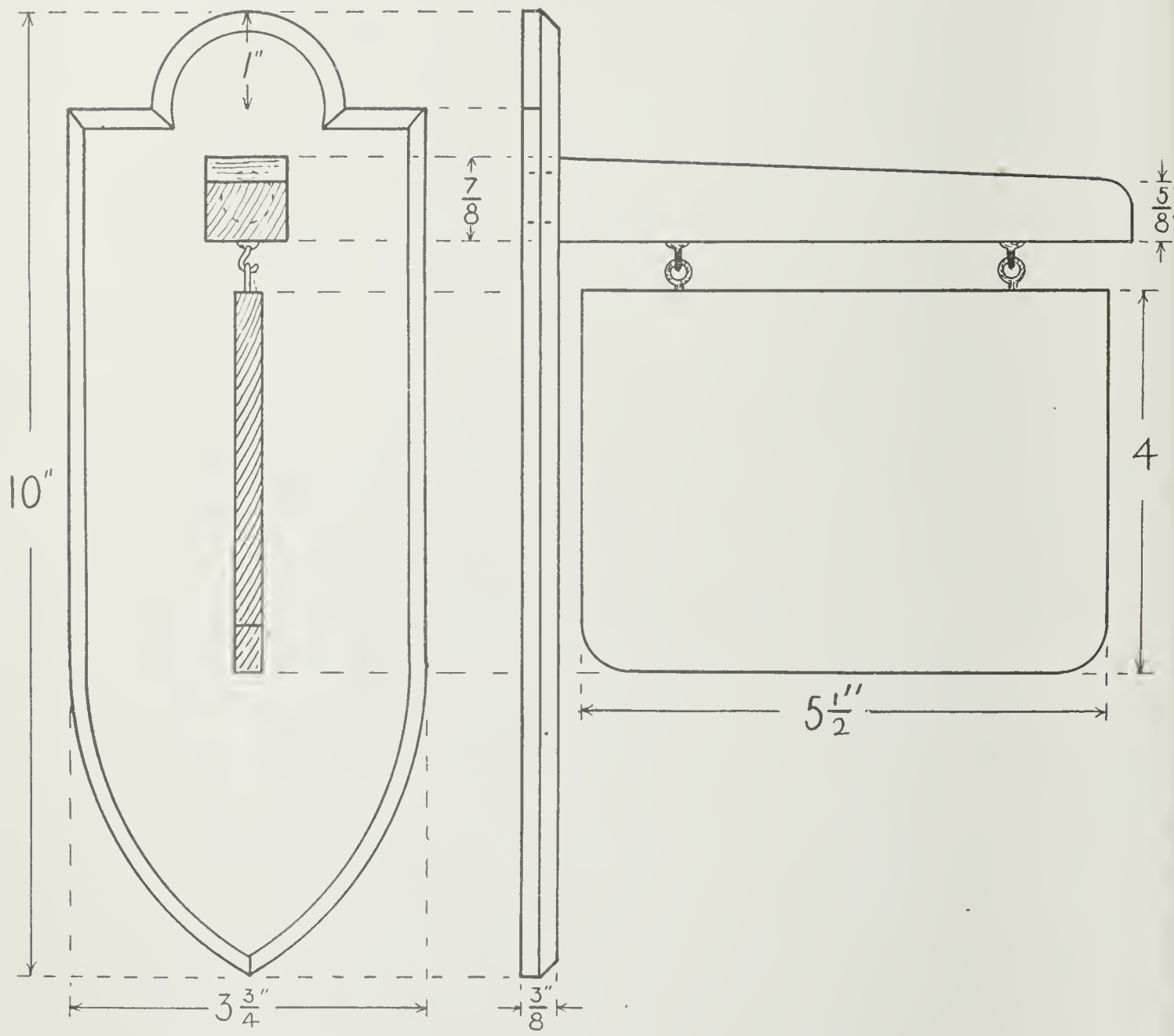
JUNIOR PUBLIC SCHOOL GRADUATION

MANUAL TRAINING

Values

- | | |
|----|---|
| 5 | 1. (a) Describe the marking gauge. |
| 5 | (b) Explain how it is used. |
| 5 | (c) How would you make and use a "thumb" gauge? |
| 20 | 2. Describe in order the steps you would take in fitting and hanging a screen door. |
| | 3. On the opposite page is shown the working drawing of a sign post for a calendar. |
| 10 | (a) Draw this full size according to dimensions given. (If the paper used by the candidate is not large enough, a half size drawing will be accepted.) |
| 5 | (b) Draw up a stock bill, showing the number of pieces required and the finished dimensions of each. |
| 10 | (c) State the method you would adopt in making the object. |
| 10 | 4. (a) What is quarter-cut oak and how is it obtained? |
| 5 | (b) Why is quarter-cut oak more expensive than plain sawn oak? |
| 5 | (c) Why is quarter-cut oak preferred in the manufacture of furniture? |
| 10 | 5. (a) Describe the brace and bit. |
| 10 | (b) You are required to bore a hole in a piece of wood (i) all the way through, (ii) to a given depth, (iii) at a given angle. How would you use the brace and bit to do each of these? |

SIGN POST FOR CALENDAR



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SENIOR PUBLIC SCHOOL GRADUATION

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Glove and the Lions (page 87).

The Return of the Swallows (page 159).

The Key to Human Happiness (page 219).

On the Death of Gladstone (page 270).

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SENIOR PUBLIC SCHOOL GRADUATION

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

A

There was also disaffection at least, if not treachery, among the defenders. Some called out to surrender, and others, deserting their posts, tried to escape from the castle. Many threw themselves from the walls into the water, and such as escaped drowning flung aside their distinguishing badges, and saved themselves by mingling among the motley crowd of assailants. Some few, indeed, from attachment to the bishop's person, drew around him, and continued to defend the stronghold to which he had fled. Others, doubtful of receiving quarter, or from an impulse of desperate courage, held out on other detached bulwarks and towers of the extensive building. But the assailants had got possession of the courts and lower parts of the edifice, and were busy pursuing the vanquished and searching for spoil. One individual, as if he sought for that death from which all others were flying, endeavoured to force his way into the scene of tumult and horror. Whoever had seen him that fatal night, not knowing the meaning of his conduct, would have accounted him a raging madman; whoever had appreciated his motives, would have ranked him nothing beneath a hero of romance.

B

1. Similar causes can never produce dissimilar effects.
2. It would be the height of folly to forfeit the respect of one's neighbours by committing so flagrant a breach of etiquette.
3. Is it not a sheer waste of nervous energy to lose your temper over so trivial an occurrence?
4. The achievements of Britain's seamen during the Great War have no parallel in the history of naval warfare.
5. The poor sufferer managed to conquer his pain by practising patient endurance under the acute attacks of inflammatory rheumatism.

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SENIOR PUBLIC SCHOOL GRADUATION

ENGLISH GRAMMAR

1. At that last titanic effort of his he had rushed downward with such terrific force *that, striking his head on the bottom, he had broken his neck.* I felt *grieved* that we had lost the chance of *securing* him; but *it* was perfectly certain that, before we could get help *to raise* him, all *that* would be left on his skeleton would be quite *valueless* to us. So with such patience *as* we could command, we waited near the entrance until the receding tide made it *possible* for us to emerge once more.

(a) Write out each subordinate clause in the above extract and state its grammatical value and relation.

(b) Parse the italicized words.

2. (a) Give the comparative of *ill, boldly, lively, little*; and the superlative of *inner, much, fast*.

(b) Give the principal parts of *swim, slay, lie* (to recline), *cling, set, lead*.

(c) Give the plural number forms of *formula, cliff, donkey, handful, brother-in-law*.

(d) Give the possessive singular of *empress, it, fox*.

3. Parse each italicized word in the following:—

(a) They elected him *president*.

(b) George was considered a stubborn *king*.

(c) He remained in Europe many *years*, all his *interests* being there.

(d) These men, *visitors* from France, were given a hearty *welcome*.

4. Write the following sentences, selecting from the brackets the proper words and giving reasons for your selections:—

(a) I (shall, will) be happy to see you.

(b) She asked her mother if she (could, might) go to play.

(c) On account of his quick temper he has (less, fewer) friends each year.

(d) He gave it to me who (am, art, is) your friend.

(e) I have no doubt it was (they, them) that did it.

[OVER]

5. (a) Explain the difference in meaning expressed by the following italicized verb forms :—

- (i) I *was speaking* to him.
- (ii) I *spoke* to him.
- (iii) I *did speak* to him.

(b) State the mood and tense of each italicized verb in the following sentences :—

- (i) *Let* him that *standeth* take heed lest he *fall*.
- (ii) I told him I *would go*.
- (iii) *Were* he here, I *would tell* him.

6. (a) Name the peoples that ruled in England within historical times.

(b) In what way or ways did each influence the English language?

(c) How does war with other nations affect our language?

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SENIOR PUBLIC SCHOOL GRADUATION

ENGLISH COMPOSITION

NOTE:—*The candidate shall not use in his composition any name which would indicate his examination centre.*

1. Write a composition on *one* of the following subjects:—

- (a) My experiences on the day of the circus.
- (b) An excursion party.
- (c) The uses of electricity.
- (d) Incidents of a trip on a boat.
- (e) The reflections of the school-room clock.
- (f) Making a garden.
- (g) How I learned to ride a bicycle.

2. You have received a letter from a friend in Vancouver, B.C., congratulating you on passing your examination. Write a reply, telling how you prepared yourself for this examination.

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SENIOR PUBLIC SCHOOL GRADUATION

ENGLISH LITERATURE

1. Quote :—

A

(a) Seven consecutive lines from *Julius Caesar*, beginning, "This was the most unkindest cut of all"; *and* the sonnet beginning, "It is not to be thought of that the flood".

OR

(b) Thirteen consecutive lines from *Julius Caesar*, beginning, "Friends, Romans, countrymen, lend me your ears"; *and* three consecutive stanzas from *Gradatim*, beginning, "Heaven is not reached at a single bound".

B

2.

I'll about,
And drive away the vulgar from the streets :
So do you too, where you perceive them thick.

(a) Who are the parties to the conversation in the lines above ?

(b) Explain "vulgar". Why were they in the streets ?

(c) How does the scene in which these words are spoken prepare us for the plot against Caesar ?

(d) What do we learn of the Roman crowds of that time from their actions in this scene, and also from their conduct after the speeches of Brutus and Antony in the Forum ?

(e) Explain the italicized parts in the following :—

Being mechanical, you ought not walk
Upon a labouring day without *the sign*
Of your profession.

[OVER]

3. CICERO. Good even, Casca. Brought you Caesar home?
 Why are you breathless? And why stare you so?
 CASCA. Are you not moved, when all this sway of earth
 Shakes like a thing unfirm?

- (a) Describe Casca's condition and its cause.
 (b) What part in the murder was assigned to Casca?

4. CASSIUS. And let us swear *our resolution*.
 BRUTUS. No, not an oath! If not the face of men,
 The sufferance of our souls, the time's abuse,—
 If these be motives weak, *break off betimes*,
 And every man home to his *idle bed*;
 So let *high-sighted tyranny range on*,
 Till each man drop by lottery.

(a) Which of these speakers was right in his contention?
 Give reasons for your opinion.

(b) Refer to one other difference of opinion arising between
 these two and show which one was right.

(c) Why did Cassius think that Brutus was necessary as a
 member of their party?

(d) Explain the italicized parts in relation to the context.

C

5. (a) The sun on the hill forgot to die,
 And the lilies revived, and the dragon-fly
 Came back to dream on the river.

- (i) Why had the dragon-fly gone away?
 (ii) What is meant by "the sun forgot to die"?

(b) Explain:—

- (i) But we build the ladder by which we rise.
 (ii) Only in dreams is a ladder thrown
 From the weary earth to the sapphire walls.

6. "Hail to the great Asylum!
 Hail to the *hill-tops seven*!
 Hail to the fire that burns for aye,
 And the *shield that fell from heaven*!

.....

To-morrow your *Dictator*
 Shall bring in triumph home
 The *spoils of thirty cities*
 To deck the shrines of Rome!"

- (a) Explain the italicized parts in relation to the context.
 (b) By whom were these words spoken?
 (c) Describe briefly the incidents which followed this speech.

7. But as a troop of pedlars, from Cabool,
 Cross underneath the Indian Caucasus,
 That vast *sky-neighbouring* mountain of milk snow;
Winding so high, that, as they mount, they pass
 Long flocks of *travelling birds* dead on the snow,
Choked by the air, and scarce can they themselves
 Slake their parched throats with sugar'd mulberries,—
 In single file they move, and *stop their breath*,
 For fear they should dislodge the o'erhanging snows—
 So the pale Persians held their breath for fear.

(a) What caused this state of feeling on the part of the Persians?

(b) Explain the italicized parts.

(c) In a short paragraph give an outline of the combat between Sohrab and Rustum.

8. There was never a leaf on bush or tree,
 The bare boughs rattled shudderingly;
 The river was dumb and could not speak,
 For the weaver Winter its shroud had spun;
 5 A single crow on the tree-top bleak
 From his shining feathers shed off the cold sun;
 Again it was morning, but shrunk and cold,
 As if her veins were sapless and old,
 And she rose up decrepitiy
 10 For a last dim look at earth and sea.

(a) Select at least three details which go to make up the general impression of desolation.

(b) What incident does the word *Again* in "Again it was morning" recall?

(c) What was the shroud spun by the Winter (line 4)?

D

9. The more we live, more brief appear
 Our life's succeeding stages:
 A *day to childhood seems a year*,
 And years like passing ages.
- The gladsome current of our youth,
 Ere passion yet disorders,
Steals lingering like a river smooth,
 Along its grassy borders.
- And as the care-worn cheek grows wan
 And *sorrow's shafts fly thicker*,
 Ye Stars, that measure life to man,—
 Why seem your courses quicker?

[OVER]

When joys have lost their bloom and breath,
And life itself is vapid,
Why, as we near the *Falls of Death*,
Feel we its tide more rapid ?

Heaven gives our years of fading strength
Indemnifying fleetness ;
And those of youth a seeming length,
Proportioned to their sweetness.

- (a) Suggest a suitable title for this poem.
- (b) What are the various "stages" mentioned ?
- (c) Explain the italicized parts.
- (d) What state of feeling is aroused by this poem ?

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SENIOR PUBLIC SCHOOL GRADUATION

BRITISH AND CANADIAN HISTORY

1. Give an account of any *three* of the following :—
 - (a) The work of Jacques Cartier.
 - (b) The circumstances leading to the passing of the Quebec Act, 1774, and the main provisions of the Act.
 - (c) The circumstances and events leading to the union of Upper and Lower Canada, 1841.
 - (d) The administration of Sir John Macdonald.
2. Selecting any *three* of the following names, state why each is noteworthy in Canadian history : John Graves Simcoe, Laura Secord, Lord Elgin, Lord Selkirk, Sir George W. Ross.
3.
 - (a) Tell how the Ontario Legislative Assembly is constituted.
 - (b) Specify (i) three matters over which the Assembly has control, (ii) four sources from which the revenue for carrying on its work is derived.
4. Give an account of any *three* of the following :—
 - (a) The Romans in Britain.
 - (b) The rule of King John and its effects on British liberty.
 - (c) The achievements of English seamen in the reign of Elizabeth.
 - (d) Material and social progress in the reign of Victoria.
5. Selecting any *three* of the following names, state why each is noteworthy in British history : Alfred the Great, the Duke of Wellington, John Wilkes, Lord Clive, Lloyd George.
6. Without entering into details of battles, give a general account of the work of the British navy in the Great War.

OR

Tell what you know of the part played by (a) Lord Kitchener and (b) General Botha in the history of the British Empire.

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SENIOR PUBLIC SCHOOL GRADUATION

GEOGRAPHY

NOTE :—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Europe,—

(a) Write the names of the following products so as to show approximately a locality where each is produced in large quantities: fish, raw silk, currants, wine, lumber, olives, beet sugar, cork, iron, dairy products.

(b) Locate the following :—

Islands: Crete, Sardinia,

Rivers: Rhone, Volga, Rhine.

(c) Mark in and name the following cities: Hamburg, Belfast, Belgrade, Warsaw.

2. Describe *either* Nova Scotia *or* Quebec under the following heads: (a) surface features, (b) climate, (c) industries.

3. (a) Sketch a map of the Great Lakes and mark in and name :—

(i) the great Lakes and their connecting waters;

(ii) the Welland and Sault Ste. Marie canals;

(iii) the following cities: Duluth, Chicago, Port Arthur, Milwaukee, Erie, Sarnia, Detroit, Owen Sound, Buffalo, Kingston, Hamilton, Cleveland.

(b) Specify the State in which each of the cities of the United States named in (a) (iii) above is situated.

4. Name (a) three of the principal products and (b) one important seaport of each of the following: Argentine Republic, Union of South Africa, India.

[OVER]

5. (a) Name one country in the Northern Hemisphere and one in the Southern Hemisphere over which the trade winds blow. State, in each case, the direction *from which* they blow.

(b) Describe the general effect of these winds upon (i) the temperature and (ii) the rainfall in each of these two countries.

6. (a) Account for the formation of each of the following : fog, clouds, rain, snow.

(b) Why is there little or no dew on cloudy nights ?

7. (a) Distinguish between igneous and sedimentary rocks. Give one example of each. What are metamorphic rocks ? Give one example. Why are fossils found only in sedimentary rocks ?

(b) What are the chief agencies at work in changing rock to soil material ?

8. (a) State clearly the causes of (i) waves, (ii) tides, (iii) ocean currents.

(b) How would you account for the height of the tides of the Bay of Fundy ?

9. (a) Why are day and night at the equator always equal, each twelve hours in length ?

(b) Explain why, in Ontario, the days are longer and the nights shorter in June than they are in December.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

ARITHMETIC AND MENSURATION

1. Kenora is 1289·4 miles and Winnipeg 1416·9 miles west of Montreal. An express leaves Kenora at 35 minutes after five and reaches Winnipeg the same morning at 50 minutes after nine. Find :—

(a) Its average rate in miles per hour.

(b) The time to the nearest minute it would take, travelling at this average rate, to go from Montreal to Winnipeg.

2. On June 10th, A bought a building lot for \$2920 and sold it at once for \$3650, receiving in payment one-half in cash and a six-month note for the remainder. He discounts the note immediately at a bank at 7 per cent. per annum. Find his gain in cash.

3. A Toronto merchant imported 1600 yards of dress goods invoiced at \$3·50 per yard, on which he paid an ad valorem duty of $12\frac{1}{2}$ per cent. He afterwards found that 10 per cent. of the goods had been damaged so that he had to sell them at 40 per cent. of their invoice price. At what price per yard must he sell the remainder to make a clear gain of \$1844 on the whole transaction?

4. A man bought, through his broker who charged $\frac{1}{8}$ per cent. brokerage, 120 shares of stock quoted at $149\frac{7}{8}$ per \$100 share and yielding annual dividends of 12 per cent.

(a) Find how much the stock cost him.

(b) Find the annual dividend.

(c) Find how much the broker received on the transaction.

(d) What rate of interest does the investor make on his investment?

[OVER]

5. A miller mixes 200 bushels of wheat costing \$2.25 per bushel of 60 lb., with 300 bushels of corn costing \$1.50 per bushel of 56 pounds, 400 bushels of oats costing 80 cents per bushel of 34 pounds, and 100 bushels of buckwheat costing \$1.75 per bushel of 48 pounds. He grinds the mixture at a cost of \$80. At what price per cwt. must he sell the ground grain to make a clear profit of 20 per cent. on his outlay?

6. A silo is cylindrical in shape with a conical roof. Its total height is $29\frac{1}{3}$ ft., and the height of the cylindrical part is 20 ft. The outer diameter of the silo is 14 ft. Find its entire outside surface in square feet.

7. A rectangular box which is 3 metres long and 25 decimetres wide (inside dimensions) contains water to a depth of 8.5 centimetres. Find:—

- (a) The surface of the water in square metres.
- (b) The number of litres of water in the box.
- (c) The weight of water in kilograms, if 1 cubic centimetre of water weighs 1 gram.

8. A hollow spherical shell of iron is $1\frac{3}{4}$ inches thick and has an external diameter of 21 inches. Find the number of cubic inches of iron in the shell.

Department of Education, Ontario

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SENIOR PUBLIC SCHOOL GRADUATION

ALGEBRA AND GEOMETRY

1. Find the value of $2A - B + 4C$, if $A = 2x - 3y - 5z$, $B = 5x + 3y - 2z$, and $C = x - y - z$.

2. Multiply $a^2 + b^2 + c^2 - ab + ac + bc$ by $a + b - c$, and find the value of the product if $a = 1$, $b = 2$ and $c = -3$.

3. Factor:—

(a) $2 + 4x - 3y - 6xy$.

(b) $x^2 - 4y^2 - 12yz - 9z^2$.

(c) $27z^4 + 60z^2 - 7$.

4. Simplify:—

(a) $\frac{1}{x^2 - 2x} - \frac{2}{x^2 - 3x} + \frac{1}{x^2 - 5x + 6}$.

(b) $\left(\frac{a^2 - 3ab + 2b^2}{a^2 - b^2} \div \frac{4a - 8b}{a^2 + ab} \right)$.

5. Solve:—

(a) $x - \frac{x-2}{3} = 5\frac{3}{4} - \frac{x+10}{5} + \frac{x}{4}$.

(b) $\frac{x-1}{x-2} + \frac{x-5}{x-3} = 2$.

6. A boy, having $3\frac{1}{2}$ miles to go to school, starts at 8:15 a.m. on his bicycle and rides at the rate of 10 miles per hour till his bicycle breaks down. He wastes 10 minutes trying to fix it, then leaves it and walks the remainder of his journey at the rate of 4 miles per hour, arriving at school 4 minutes past 9 a.m. Find the distance that he walked.

[OVER]

PRACTICAL GEOMETRY

7. Make accurately the drawings required below. All construction lines must be shown but proofs are not required.

(a) On BC, a straight line 4 inches in length, describe an equilateral triangle ABC. Without the use of a graduated ruler, bisect BC at D. With D as centre and BD as radius, describe a circle cutting AB at E. Join EC and with a protractor measure the angle at ECB.

(b) Construct an isosceles triangle whose equal sides shall be 4 inches long and whose altitude shall be 2 inches.

With a protractor measure the angle at the vertex.

THEORETICAL GEOMETRY

8. (a) Divide any given straight line into three equal parts.

(b) ABCD is a rhombus. Show that the diagonal AC is the locus of all points equally distant from the lines AB and AD.

9. (a) The three interior angles of a triangle are together equal to two right angles.

(b) In any triangle the greater side has the greater angle opposite it.

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SENIOR PUBLIC SCHOOL GRADUATION

ART

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 2.

(Three questions constitute a full paper. Questions 1 and 2 are obligatory; a choice is allowed between 3 and 4.)

1. Make a pencil drawing, in *outline*, about nine inches in width, of the group of objects submitted. The drawing must show (a) a well-chosen position on the sheet, (b) careful proportions, and (c) correct perspective.

2. Design, and express in water-colours in pleasing harmony, any *one* of the following:—

- (a) A menu cover, six inches by nine inches, lettered THANKSGIVING DINNER, and suitably decorated with a drawing of a roast turkey on a platter (or of a table basket of fruit).
- (b) A dining-table centre-piece, oval in form and nine inches long, suitably decorated with a wreath design suggested by the foliage and flower (or fruit) of some Canadian tree, shrub, or plant. (The candidate need finish only sufficient to show the colour scheme.)
- (c) A tea-pot tile seven inches square, decorated with a border and an all-over pattern.

[OVER]

3. Make a water-colour drawing, about seven inches at its greatest dimension, of any *one* of the following:—

- (a) An apple tree in flower (or in fruit).
- (b) A robin (or any other Canadian bird).
- (c) The head of a horse, or of a dog.

4. Answer in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:

(a) Illustrate from this picture the difference between “sky-line” and “eye-level”, and between “background” and “foreground”.

(b) Enumerate the means adopted by the artist to give prominence to the lady in the picture.

(c) Point out in the picture the artistic indications of,—

- (i) action;
- (ii) strength;
- (iii) speed;
- (iv) perspective depth;
- (v) kind of day.

(d) Give the picture an appropriate name.



PAINTED BY CHARLES W. FURSE.

In the Tate Gallery, London.



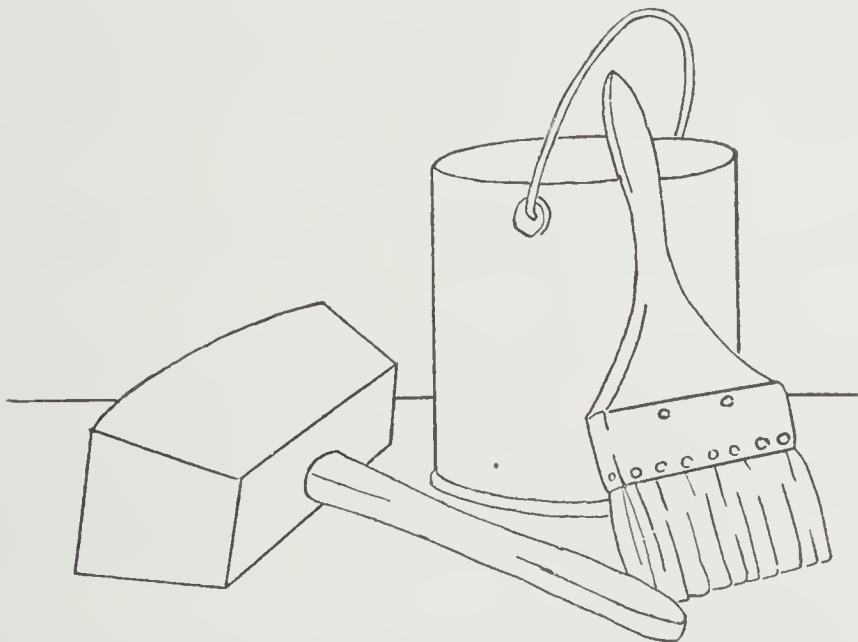
ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

RE ART FOR THE LOWER SCHOOL, MODEL ENTRANCE, SENIOR
HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC SCHOOL
GRADUATION EXAMINATIONS, JUNE, 1921.

1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.
2. Each candidate shall be allowed four sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.
3. Each group of objects supplied shall be placed on supports on a level with the top of the desks or tables at which the candidates are drawing. One group of objects to every six or eight candidates should be sufficient.
4. For question 1, each group shall consist of —
 - (a) A carpenter's mallet.
 - (b) A paint pot.
 - (c) A paint brush.

The group shall be arranged as in the following diagram.



5. If a mallet or paint pot should prove difficult to secure, a clawed hammer may be substituted for the mallet, and a half gallon or gallon honey pail, or preserve pail, or shortening pail, may be substituted for the paint pot.

This sheet must not be shown to the candidates.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

ELEMENTARY SCIENCE

BOTANY AND ZOOLOGY

1. Give a description of (a) a polypore, and (b) any parasitic fungus you have studied.
2. Write an account of any *two* of the following :—
 - (a) The storage of reserve food in plants.
 - (b) The structure of any winter bud you have examined.
 - (c) Adaptations for the dispersal of seeds.
 - (d) The functions of leaves.
3. Using drawings to illustrate your answer, describe *either*,—
 - (a) Any common fern, under the headings : (i) the underground organs, (ii) the unfolding of the frond, (iii) the position and nature of the fruit dots (sori) ;
OR
 - (b) The structure of the flower of *one* of the following :—
buttercup, petunia, common mustard, trillium, apple.
4. Write a description of the turtle, under the following headings :—
 - (a) The external covering of the body.
 - (b) Mode of locomotion.
 - (c) Life history.
5. (a) Discuss the economic value of any *two* of the following :
frog, woodpecker, earthworm, lady-bird beetle.
 - (b) Describe the fins of any fish you have studied, under the headings : (i) structure, (ii) number, (iii) position.
 - (c) Describe the skeleton of the front leg of the cat *or* the dog *or* the rabbit.

[OVER]

CHEMISTRY AND PHYSICS

6. (a) Describe an experiment to prove that carbon is one of the constituents of wood.

(b) A covered glass jar is known to contain either air or carbon dioxide. State how you would proceed to determine which gas is present.

7. Describe experiments to demonstrate any *two* of the following:—

(a) Sound is not transmitted in a vacuum.

(b) Air expands in heating and contracts in cooling.

(c) Light travels in straight lines.

(d) A piece of soft iron may be made a temporary magnet.

8. (a) Represent by a drawing *one* of the following: (i) a common pump, (ii) an hydrometer.

(b) Explain the principle of the action of the instrument you have drawn.

9. Using a drawing to illustrate your answer, describe the construction of a simple voltaic cell. Indicate on your drawing (a) the negative pole, (b) the direction of the current in the external conductor.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

BOOKKEEPING AND WRITING

NOTE :— Special examination books, with journal and ledger ruling, will be supplied by the Presiding Officer at the beginning of the examination period.

May 2, 1921. S. P. Rankin, Niagara Falls, Ont., continues the general store business at 37 Main St.

Assets :—Cash in safe, \$130·25 ; amount on deposit in the Acme Savings Bank, \$1670·85 ; goods on hand, \$3765·60 ; L. Sparrow owes on account, \$64·70 ; K. Maxsom owes \$200·00 on his note at 3 months, dated Feb. 10, 1921.

Liabilities :—Balance due Parker & Co. on account, \$428·75 ; balance due Hurst & Sons on my note at 60 days, dated March 21, 1921, and payable at the Empire Bank, \$375·50.

May 2. Bought merchandise from Parker & Co., \$3530·90 ; gave in part payment, cheque, \$800·00 ; balance on account.

May 3. Prepaid rent of store for three months with cheque, \$180·00.

May 7. Sold M. Kilmer, on his note, merchandise, \$150·50.

May 13. K. Maxsom paid his note of Feb. 10 with cheque, \$200·00. Paid for wrapping-paper and twine, \$30 cash.

May 14. Sold L. Sparrow merchandise, \$500·60 ; received from him cash sufficient to pay this amount and also the balance of his account.

May 15. Cash sales for two weeks, \$1370·60. Deposited in the Acme Savings Bank, \$2200·00.

May 18. Accepted Parker & Co.'s draft drawn on me at 20 days, on account, for \$600·00.

May 23. Paid my note of March 21, with cheque, \$375·50.

May 27. Sold L. Sparrow merchandise, \$350·40. Drew a draft on him at 10 days for \$300·00 in part payment ; balance on account.

[OVER]

May 28. Paid Parker & Co., on account, \$2400, with cheque.
 May 31. Cash sales for two weeks, \$2850·90. Deposited cash in Acme Savings Bank, \$2700. Paid R. Spence his salary for the month, \$160, with cheque.

Inventory taken May 31, 1921.

Merchandise on hand	\$2750·60
Expense—2 months' rent prepaid	120·00

1. Using the methods of double entry bookkeeping,—

(a) Journalize the foregoing transactions, omitting the day book explanations.

(b) Post to the ledger.

(Allow the following space for ledger accounts: three spaces for each ledger heading, five spaces for the body of S. P. Rankin (Capital), and Expense accounts, eight spaces for the body of Cash, Acme Savings Bank, and Merchandise accounts, and three spaces for the body of all other accounts.)

(c) Take a trial balance.

(d) Close the ledger as follows: (i) those accounts which determine the gains, losses, and net worth; (ii) the Cash and Bank accounts. Leave the ledger in shape for continuing next month.

2. Make out the following business papers:—

(a) The note in favour of Hurst & Sons in the opening entry, for \$375·50.

(b) The draft on L. Sparrow on May 27, for \$300·00. Write the acceptance on the draft.

3. Write the following:—

Negotiable paper includes those instruments in use in a community which pass freely from one person to another by simple delivery or by indorsement. The word which gives them this negotiability is *bearer* or *order*. Those which are transferable by simple delivery are written payable to a certain person, firm or corporation, or bearer; and those which are transferable by indorsement are written payable to a certain person, firm or corporation, or order, and when transferred, the payee must write his name across the back of the instrument.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

AGRICULTURE AND HORTICULTURE

NOTE:—*Candidates will take section A and either B or C.*

A

1. (a) Describe a laboratory or a kitchen method of canning beans *or* tomatoes. (Make a diagram of the apparatus used.)

(b) Account for the mould that is sometimes found on top of canned fruit.

2. (a) Name four perennial and four annual weeds.

(b) Describe the methods of seed dispersal of any *two* of the perennials and of any *two* of the annuals mentioned.

(c) Describe a method of eradication (one for each) of the weeds you have named.

3. Describe the process of butter-making (a) on a farm, *or* (b) in a creamery, including a description of the care of the milk, the cream, and the butter from the time the milk is drawn from the udder until the butter is ready for the table.

4. (a) Specify four common commercial fertilizers. Name the substances each is supposed to add to the soil.

(b) Outline an experiment which a farmer might perform to determine the benefits to be gained in using *one* of the commercial fertilizers named in your answer to (a).

5. A field 80 rods by 20 rods is to be tile drained with drains running parallel with the sides and terminating 1 rod from each end. The drains are 1 foot wide, 3 feet deep, and 2 rods apart, the outside drains being 1 rod from each fence. If tile costs 8 cents a foot, and excavating, laying, and filling cost 25 cents a cubic yard, find the cost of draining the field.

[OVER]

6. Describe (*a*) the purpose, (*b*) the method of management, of each of the following: (i) a nurse crop, (ii) a soiling crop, (iii) a green manuring crop, (iv) a hoe crop, (v) a cereal crop.

B

7. (*a*) Name the breeds of cattle usually listed under (i) dairy type, (ii) beef type, (iii) dual purpose type.

(*b*) Describe the special characters of a first class animal of each type.

8. (*a*) Name the breeds of sheep usually listed under (i) long-woolled type, (ii) medium-woolled type, (iii) fine-woolled type.

(*b*) Give the distinguishing features of each type.

C

7. (*a*) Describe, using drawings, one good method of grafting an apple tree.

(*b*) What are the chief advantages of grafting?

8. Describe the method of management of a strawberry plot, including planting, care, and harvesting. Name three difficulties encountered in growing strawberries.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

HOUSEHOLD SCIENCE

1. (a) Describe, with drawings, the structure and composition of an egg. Name each constituent and give its food value.

(b) How would you care for and preserve eggs?

(c) Discuss the digestibility and nutritive value of (i) round steak, (ii) cheese, (iii) prunes.

2. The pantry contains butter, eggs, flour, gelatine, lemons, milk, pepper, salt, soda, sugar, tea, tomatoes, and yeast.

(a) Write a menu for a luncheon consisting of a soup, a simple dessert, bread or rolls, and a beverage.

(b) Outline your plan of work in preparing this luncheon, giving in detail your method of making and serving each dish.

3. State clearly the reasons you would advance for each of the following:—

(a) The long, slow cooking of cereals.

(b) The rapid boiling used in cooking rice or macaroni.

(c) The testing, boiling, and sealing of the jars used in canning.

4. Write a note on the location, the furnishing, and the care of a room for the sick.

OR

Describe your method of washing white clothes.

5. (a) Give definite instructions for buying, cutting, and making from circular pillow cotton a pair of pillow slips $32\frac{1}{2}$ " long with hemstitched hems 3" wide.

(b) Fold 1" hems on two adjacent sides of the material provided and construct a square cut corner. Tell when and where it should be used.



ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

— RE —

HOUSEHOLD SCIENCE FOR THE LOWER SCHOOL, MODEL ENTRANCE,
SENIOR HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC
SCHOOL GRADUATION EXAMINATIONS,
JUNE, 1921.

For use in question 5 (b), the following material shall be
provided for each candidate:—

A piece of paper 5" square.

A ruler.

A pair of scissors.

Department of Education, Ontario

June Examinations, 1921

SENIOR PUBLIC SCHOOL GRADUATION

MANUAL TRAINING

1. (a) What considerations would guide you in selecting a hammer, a saw, and a chisel as part of a "home kit"?

(b) What other tools would you include in the kit?

2. A recess in a wall is 6 ft. high, 4 ft. wide, and 9 in. deep. You are required to fill this with a set of bookshelves for your own use.

(a) Draw the front elevation to a scale of 1 in. to 1 ft., showing all dimensions.

(b) Prepare a stock bill of the lumber required.

(c) State how you would make and fit the shelves.

3. On the opposite page is shown the working drawing of a salt box.

(a) Draw up a stock bill showing the number of pieces required and the finished dimensions and use of each.

(b) State the method you would adopt in making the salt box according to the particulars supplied in the drawing.

(c) Make an isometric drawing of the completed box.

OR

3. (a) What is meant by the hardening and the tempering of steel?

(b) Explain how you would temper a chipping chisel.

OR

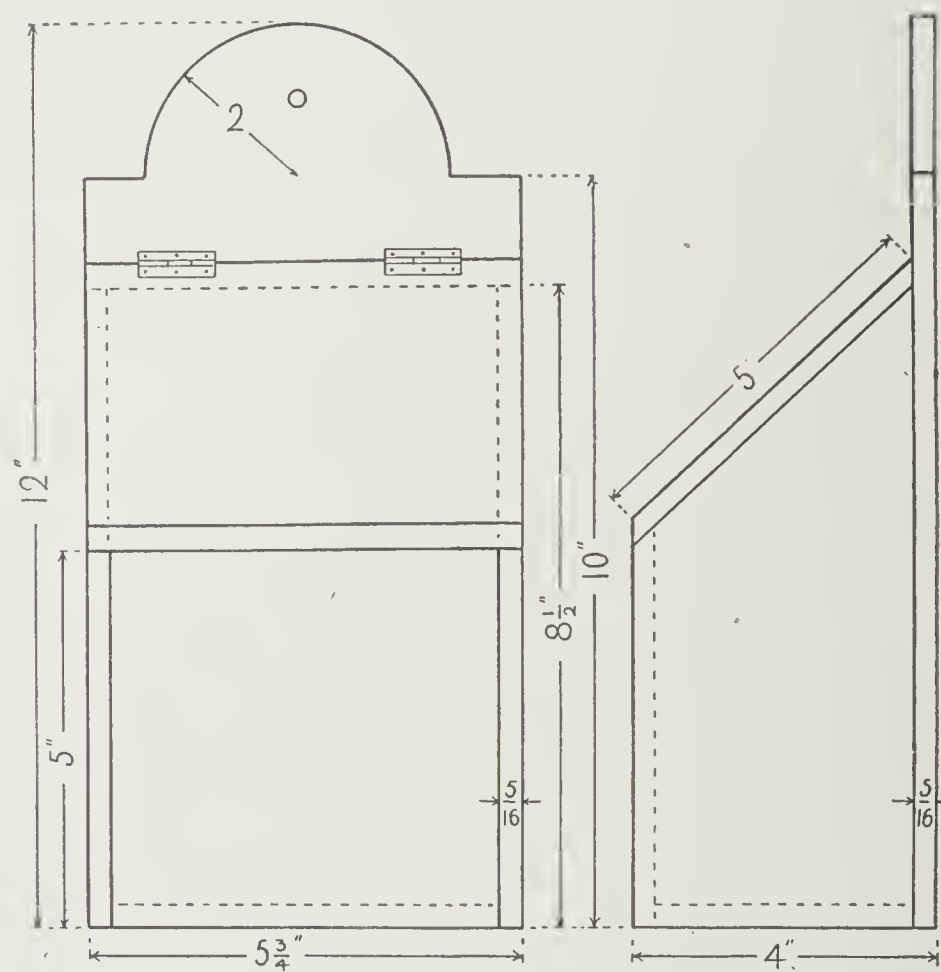
3. (a) What is the use of the "countershaft"?

(b) Distinguish between the "tight" pulley and the "loose" pulley. Describe the "cone" pulley and state its use.

(c) Why must softwood be turned at a higher speed than hardwood?

(d) What are scraping tools and when are they used?

4. Within an equilateral triangle of 6 in. sides, inscribe three equal circles each touching two others and two sides of the triangle.



Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Glove and the Lions (page 87).

The Return of the Swallows (page 159).

The Key to Human Happiness (page 219).

On the Death of Gladstone (page 270).

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

A

There was also disaffection at least, if not treachery, among the defenders. Some called out to surrender, and others, deserting their posts, tried to escape from the castle. Many threw themselves from the walls into the water, and such as escaped drowning flung aside their distinguishing badges, and saved themselves by mingling among the motley crowd of assailants. Some few, indeed, from attachment to the bishop's person, drew around him, and continued to defend the stronghold to which he had fled. Others, doubtful of receiving quarter, or from an impulse of desperate courage, held out on other detached bulwarks and towers of the extensive building. But the assailants had got possession of the courts and lower parts of the edifice, and were busy pursuing the vanquished and searching for spoil. One individual, as if he sought for that death from which all others were flying, endeavoured to force his way into the scene of tumult and horror. Whoever had seen him that fatal night, not knowing the meaning of his conduct, would have accounted him a raging madman; whoever had appreciated his motives, would have ranked him nothing beneath a hero of romance.

B

1. Similar causes can never produce dissimilar effects.
2. It would be the height of folly to forfeit the respect of one's neighbours by committing so flagrant a breach of etiquette.
3. Is it not a sheer waste of nervous energy to lose your temper over so trivial an occurrence?
4. The achievements of Britain's seamen during the Great War have no parallel in the history of naval warfare.
5. The poor sufferer managed to conquer his pain by practising patient endurance under the acute attacks of inflammatory rheumatism.

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH GRAMMAR

1. At that last titanic effort of his he had rushed downward with such terrific force *that, striking* his head *on* the bottom, he had broken his neck. I felt *grieved* that we had lost the chance of *securing* him; but *it* was perfectly certain that, before we could get help *to raise* him, all *that* would be left on his skeleton would be quite *valueless* to us. So with such patience *as* we could command, we waited near the entrance until the receding tide made it *possible* for us to emerge once more.

(a) Write out each subordinate clause in the above extract and state its grammatical value and relation.

(b) Parse the italicized words.

2. (a) Give the comparative of *ill*, *boldly*, *lively*, *little*; and the superlative of *inner*, *much*, *fast*.

(b) Give the principal parts of *swim*, *slay*, *lie* (to recline), *cling*, *set*, *lead*.

(c) Give the plural number forms of *formula*, *cliff*, *donkey*, *handful*, *brother-in-law*.

(d) Give the possessive singular of *empress*, *it*, *fox*.

3. Parse each italicized word in the following:—

(a) They elected him *president*.

(b) George was considered a stubborn *king*.

(c) He remained in Europe many *years*, all his *interests* being there.

(d) These men, *visitors* from France, were given a hearty *welcome*.

4. Write the following sentences, selecting from the brackets the proper words and giving reasons for your selections:—

(a) I (shall, will) be happy to see you.

(b) She asked her mother if she (could, might) go to play.

(c) On account of his quick temper he has (less, fewer) friends each year.

(d) He gave it to me who (am, art, is) your friend.

(e) I have no doubt it was (they, them) that did it.

[OVER]

5. (a) Explain the difference in meaning expressed by the following italicized verb forms:—

- (i) I *was speaking* to him.
- (ii) I *spoke* to him.
- (iii) I *did speak* to him.

(b) State the mood and tense of each italicized verb in the following sentences:—

- (i) *Let* him that *standeth* take heed lest he *fall*.
- (ii) I told him I *would go*.
- (iii) *Were* he here, I *would tell* him.

6. (a) Name the peoples that ruled in England within historical times.

(b) In what way or ways did each influence the English language?

(c) How does war with other nations affect our language?

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH COMPOSITION

NOTE:—*The candidate shall not use in his composition any name which would indicate his examination centre.*

1. Write a composition on *one* of the following subjects:—

(a) My experiences on the day of the circus.

(b) An excursion party.

(c) The uses of electricity.

(d) Incidents of a trip on a boat.

(e) The reflections of the school-room clock.

(f) Making a garden.

(g) How I learned to ride a bicycle.

2. You have received a letter from a friend in Vancouver, B.C., congratulating you on passing your examination. Write a reply, telling how you prepared yourself for this examination.

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH LITERATURE

A

1. Quote :—

(a) Seven consecutive lines from *Julius Caesar*, beginning, "This was the most unkindest cut of all"; *and* the sonnet beginning, "It is not to be thought of that the flood".

OR

(b) Thirteen consecutive lines from *Julius Caesar*, beginning, "Friends, Romans, countrymen, lend me your ears"; *and* three consecutive stanzas from *Gradatim*, beginning, "Heaven is not reached at a single bound".

B

2.

I'll about,
And drive away the vulgar from the streets :
So do you too, where you perceive them thick.

(a) Who are the parties to the conversation in the lines above ?

(b) Explain "vulgar". Why were they in the streets ?

(c) How does the scene in which these words are spoken prepare us for the plot against Caesar ?

(d) What do we learn of the Roman crowds of that time from their actions in this scene, and also from their conduct after the speeches of Brutus and Antony in the Forum ?

(e) Explain the italicized parts in the following :—

Being mechanical, you ought not walk
Upon a labouring day without *the sign*
Of your profession.

[OVER]

3. CICERO. Good even, Casca. Brought you Caesar home?
Why are you breathless? And why stare you so?

CASCA. Are you not moved, when all this sway of earth
Shakes like a thing unfirm?

- (a) Describe Casca's condition and its cause.
(b) What part in the murder was assigned to Casca?

4. CASSIUS. And let us swear *our resolution*.

BRUTUS. No, not an oath! If not the face of men,
The sufferance of our souls, the time's abuse,—
If these be motives weak, *break off betimes*,
And every man home to his *idle bed*;
So let *high-sighted tyranny range on*,
Till each man drop by lottery.

(a) Which of these speakers was right in his contention?
Give reasons for your opinion.

(b) Refer to one other difference of opinion arising between
these two and show which one was right.

(c) Why did Cassius think that Brutus was necessary as a
member of their party?

(d) Explain the italicized parts in relation to the context.

C

5. (a) The sun on the hill forgot to die,
And the lilies revived, and the dragon-fly
Came back to dream on the river.

- (i) Why had the dragon-fly gone away?
(ii) What is meant by "the sun forgot to die"?

(b) Explain:—

- (i) But we build the ladder by which we rise.
(ii) Only in dreams is a ladder thrown
From the weary earth to the sapphire walls.

6. "Hail to the great Asylum!
Hail to the *hill-tops seven*!
Hail to the fire that burns for aye,
And the *shield that fell from heaven*!

.....
To-morrow your *Dictator*
Shall bring in triumph home
The *spoils of thirty cities*
To deck the shrines of Rome!"

- (a) Explain the italicized parts in relation to the context.
(b) By whom were these words spoken?
(c) Describe briefly the incidents which followed this speech.

7. But as a troop of pedlars, from Cabool,
 Cross underneath the Indian Caucasus,
 That vast *sky-neighbouring* mountain of milk snow;
Winding so high, that, as they mount, they pass
 Long flocks of *travelling birds* dead on the snow,
Choked by the air, and scarce can they themselves
 Slake their parched throats with sugar'd mulberries,—
 In single file they move, and *stop their breath*,
 For fear they should dislodge the o'erhanging snows—
 So the pale Persians held their breath for fear.

(a) What caused this state of feeling on the part of the Persians?

(b) Explain the italicized parts.

(c) In a short paragraph give an outline of the combat between Sohrab and Rustum.

8. There was never a leaf on bush or tree,
 The bare boughs rattled shudderingly;
 The river was dumb and could not speak,
 For the weaver Winter its shroud had spun;
 5 A single crow on the tree-top bleak
 From his shining feathers shed off the cold sun;
 Again it was morning, but shrunk and cold,
 As if her veins were sapless and old,
 And she rose up decrepitley
 10 For a last dim look at earth and sea.

(a) Select at least three details which go to make up the general impression of desolation.

(b) What incident does the word *Again* in "Again it was morning" recall?

(c) What was the shroud spun by the Winter (line 4)?

D

9. The more we live, more brief appear
 Our life's succeeding stages:
 A *day to childhood seems a year*,
 And years like passing ages.
- The gladsome current of our youth,
 Ere passion yet disorders,
Steals lingering like a river smooth,
 Along its grassy borders.
- And as the care-worn cheek grows wan
 And *sorrow's shafts fly thicker*,
 Ye Stars, that measure life to man,—
 Why seem your courses quicker?

[OVER]

When joys have lost their bloom and breath,
And life itself is vapid,
Why, as we near the *Falls of Death*,
Feel we its tide more rapid ?

Heaven gives our years of fading strength
Indemnifying fleetness ;
And those of youth a seeming length,
Proportioned to their sweetness.

- (a) Suggest a suitable title for this poem.
- (b) What are the various "stages" mentioned ?
- (c) Explain the italicized parts.
- (d) What state of feeling is aroused by this poem ?

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

BRITISH AND CANADIAN HISTORY

1. Give an account of any *three* of the following :—
 - (a) The work of Jacques Cartier.
 - (b) The circumstances leading to the passing of the Quebec Act, 1774, and the main provisions of the Act.
 - (c) The circumstances and events leading to the union of Upper and Lower Canada, 1841.
 - (d) The administration of Sir John Macdonald.
2. Selecting any *three* of the following names, state why each is noteworthy in Canadian history : John Graves Simcoe, Laura Secord, Lord Elgin, Lord Selkirk, Sir George W. Ross.
3. (a) Tell how the Ontario Legislative Assembly is constituted.
(b) Specify (i) three matters over which the Assembly has control, (ii) four sources from which the revenue for carrying on its work is derived.
4. Give an account of any *three* of the following :—
 - (a) The Romans in Britain.
 - (b) The rule of King John and its effects on British liberty.
 - (c) The achievements of English seamen in the reign of Elizabeth.
 - (d) Material and social progress in the reign of Victoria.
5. Selecting any *three* of the following names, state why each is noteworthy in British history : Alfred the Great, the Duke of Wellington, John Wilkes, Lord Clive, Lloyd George.
6. Without entering into details of battles, give a general account of the work of the British navy in the Great War.

OR

Tell what you know of the part played by (a) Lord Kitchener and (b) General Botha in the history of the British Empire.

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

GEOGRAPHY

NOTE :—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Europe,—

(a) Write the names of the following products so as to show approximately a locality where each is produced in large quantities: fish, raw silk, currants, wine, lumber, olives, beet sugar, cork, iron, dairy products.

(b) Locate the following :—

Islands: Crete, Sardinia,

Rivers: Rhone, Volga, Rhine.

(c) Mark in and name the following cities: Hamburg, Belfast, Belgrade, Warsaw.

2. Describe *either* Nova Scotia *or* Quebec under the following heads: (a) surface features, (b) climate, (c) industries.

3. (a) Sketch a map of the Great Lakes and mark in and name :—

(i) the great Lakes and their connecting waters;

(ii) the Welland and Sault Ste. Marie canals;

(iii) the following cities: Duluth, Chicago, Port Arthur, Milwaukee, Erie, Sarnia, Detroit, Owen Sound, Buffalo, Kingston, Hamilton, Cleveland.

(b) Specify the State in which each of the cities of the United States named in (a) (iii) above is situated.

4. Name (a) three of the principal products and (b) one important seaport of each of the following: Argentine Republic, Union of South Africa, India.

[OVER]

5. (a) Name one country in the Northern Hemisphere and one in the Southern Hemisphere over which the trade winds blow. State, in each case, the direction *from which* they blow.

(b) Describe the general effect of these winds upon (i) the temperature and (ii) the rainfall in each of these two countries.

6. (a) Account for the formation of each of the following : fog, clouds, rain, snow.

(b) Why is there little or no dew on cloudy nights ?

7. (a) Distinguish between igneous and sedimentary rocks. Give one example of each. What are metamorphic rocks ? Give one example. Why are fossils found only in sedimentary rocks ?

(b) What are the chief agencies at work in changing rock to soil material ?

8. (a) State clearly the causes of (i) waves, (ii) tides, (iii) ocean currents.

(b) How would you account for the height of the tides of the Bay of Fundy ?

9. (a) Why are day and night at the equator always equal, each twelve hours in length ?

(b) Explain why, in Ontario, the days are longer and the nights shorter in June than they are in December.

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ENTRANCE INTO THE MODEL SCHOOLS

ARITHMETIC AND MENSURATION

1. Kenora is 1289·4 miles and Winnipeg 1416·9 miles west of Montreal. An express leaves Kenora at 35 minutes after five and reaches Winnipeg the same morning at 50 minutes after nine. Find :—

- (a) Its average rate in miles per hour.
- (b) The time to the nearest minute it would take, travelling at this average rate, to go from Montreal to Winnipeg.

2. On June 10th, A bought a building lot for \$2920 and sold it at once for \$3650, receiving in payment one-half in cash and a six-month note for the remainder. He discounts the note immediately at a bank at 7 per cent. per annum. Find his gain in cash.

3. A Toronto merchant imported 1600 yards of dress goods invoiced at \$3·50 per yard, on which he paid an ad valorem duty of $12\frac{1}{2}$ per cent. He afterwards found that 10 per cent. of the goods had been damaged so that he had to sell them at 40 per cent. of their invoice price. At what price per yard must he sell the remainder to make a clear gain of \$1844 on the whole transaction ?

4. A man bought, through his broker who charged $\frac{1}{8}$ per cent. brokerage, 120 shares of stock quoted at $149\frac{7}{8}$ per \$100 share and yielding annual dividends of 12 per cent.

- (a) Find how much the stock cost him.
- (b) Find the annual dividend.
- (c) Find how much the broker received on the transaction.
- (d) What rate of interest does the investor make on his investment?

[OVER]

5. A miller mixes 200 bushels of wheat costing \$2.25 per bushel of 60 lb., with 300 bushels of corn costing \$1.50 per bushel of 56 pounds, 400 bushels of oats costing 80 cents per bushel of 34 pounds, and 100 bushels of buckwheat costing \$1.75 per bushel of 48 pounds. He grinds the mixture at a cost of \$80. At what price per cwt. must he sell the ground grain to make a clear profit of 20 per cent. on his outlay?

6. A silo is cylindrical in shape with a conical roof. Its total height is $29\frac{1}{3}$ ft., and the height of the cylindrical part is 20 ft. The outer diameter of the silo is 14 ft. Find its entire outside surface in square feet.

7. A rectangular box which is 3 metres long and 25 decimetres wide (inside dimensions) contains water to a depth of 8.5 centimetres. Find:—

(a) The surface of the water in square metres.

(b) The number of litres of water in the box.

(c) The weight of water in kilograms, if 1 cubic centimetre of water weighs 1 gram.

8. A hollow spherical shell of iron is $1\frac{3}{4}$ inches thick and has an external diameter of 21 inches. Find the number of cubic inches of iron in the shell.

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

ALGEBRA AND GEOMETRY

1. Find the value of $2A - B + 4C$, if $A = 2x - 3y - 5z$, $B = 5x + 3y - 2z$, and $C = x - y - z$.

2. Multiply $a^2 + b^2 + c^2 - ab + ac + bc$ by $a + b - c$, and find the value of the product if $a = 1$, $b = 2$ and $c = -3$.

3. Factor:—

(a) $2 + 4x - 3y - 6xy$.

(b) $x^2 - 4y^2 - 12yz - 9z^2$.

(c) $27z^4 + 60z^2 - 7$.

4. Simplify:—

(a) $\frac{1}{x^2 - 2x} - \frac{2}{x^2 - 3x} + \frac{1}{x^2 - 5x + 6}$.

(b) $\left(\frac{a^2 - 3ab + 2b^2}{a^2 - b^2} \div \frac{4a - 8b}{a^2 + ab} \right)$.

5. Solve:—

(a) $x - \frac{x-2}{3} = 5\frac{3}{4} - \frac{x+10}{5} + \frac{x}{4}$.

(b) $\frac{x-1}{x-2} + \frac{x-5}{x-3} = 2$.

6. A boy, having $3\frac{1}{2}$ miles to go to school, starts at 8:15 a.m. on his bicycle and rides at the rate of 10 miles per hour till his bicycle breaks down. He wastes 10 minutes trying to fix it, then leaves it and walks the remainder of his journey at the rate of 4 miles per hour, arriving at school 4 minutes past 9 a.m. Find the distance that he walked.

[OVER]

PRACTICAL GEOMETRY

7. Make accurately the drawings required below. All construction lines must be shown but proofs are not required.

(a) On BC, a straight line 4 inches in length, describe an equilateral triangle ABC. Without the use of a graduated ruler, bisect BC at D. With D as centre and BD as radius, describe a circle cutting AB at E. Join EC and with a protractor measure the angle at ECB.

(b) Construct an isosceles triangle whose equal sides shall be 4 inches long and whose altitude shall be 2 inches.

With a protractor measure the angle at the vertex.

THEORETICAL GEOMETRY

8. (a) Divide any given straight line into three equal parts.

(b) ABCD is a rhombus. Show that the diagonal AC is the locus of all points equally distant from the lines AB and AD.

9. (a) The three interior angles of a triangle are together equal to two right angles.

(b) In any triangle the greater side has the greater angle opposite it.

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ENTRANCE INTO THE MODEL SCHOOLS

A R T

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 2.

(Three questions constitute a full paper. Questions 1 and 2 are obligatory; a choice is allowed between 3 and 4.)

1. Make a pencil drawing, in *outline*, about nine inches in width, of the group of objects submitted. The drawing must show (a) a well-chosen position on the sheet, (b) careful proportions, and (c) correct perspective.

2. Design, and express in water-colours in pleasing harmony, any *one* of the following:—

- (a) A menu cover, six inches by nine inches, lettered THANKSGIVING DINNER, and suitably decorated with a drawing of a roast turkey on a platter (or of a table basket of fruit).
- (b) A dining-table centre-piece, oval in form and nine inches long, suitably decorated with a wreath design suggested by the foliage and flower (or fruit) of some Canadian tree, shrub, or plant. (The candidate need finish only sufficient to show the colour scheme.)
- (c) A tea-pot tile seven inches square, decorated with a border and an all-over pattern.

[OVER]

3. Make a water-colour drawing, about seven inches at its greatest dimension, of any *one* of the following:—

- (a) An apple tree in flower (or in fruit).
- (b) A robin (or any other Canadian bird).
- (c) The head of a horse, or of a dog.

4. Answer in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:

(a) Illustrate from this picture the difference between “sky-line” and “eye-level”, and between “background” and “foreground”.

(b) Enumerate the means adopted by the artist to give prominence to the lady in the picture.

(c) Point out in the picture the artistic indications of,—

- (i) action;
- (ii) strength;
- (iii) speed;
- (iv) perspective depth;
- (v) kind of day.

(d) Give the picture an appropriate name.



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In the Tate Gallery, London.



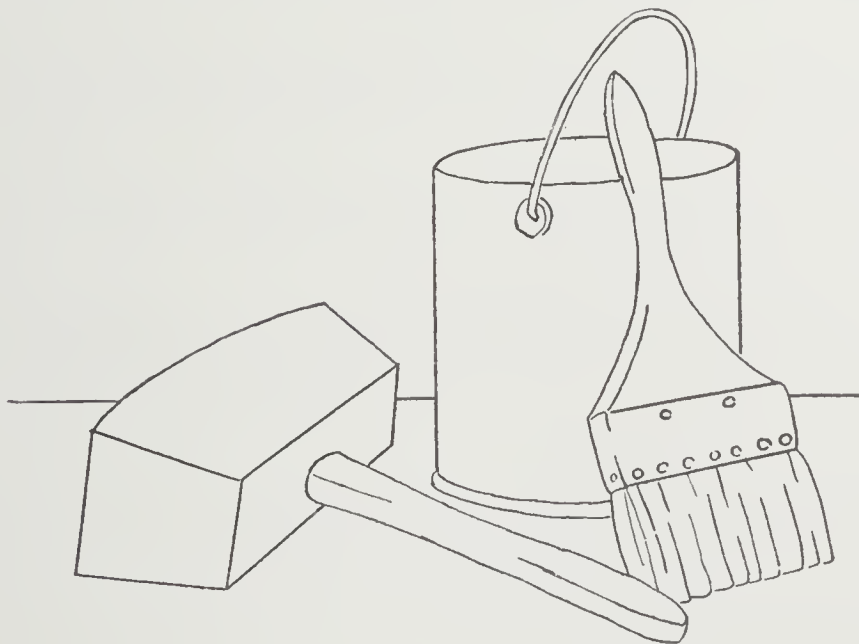
ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

RE ART FOR THE LOWER SCHOOL, MODEL ENTRANCE, SENIOR
HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC SCHOOL
GRADUATION EXAMINATIONS, JUNE, 1921.

1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.
2. Each candidate shall be allowed four sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.
3. Each group of objects supplied shall be placed on supports on a level with the top of the desks or tables at which the candidates are drawing. One group of objects to every six or eight candidates should be sufficient.
4. For question 1, each group shall consist of —
 - (a) A carpenter's mallet.
 - (b) A paint pot.
 - (c) A paint brush.

The group shall be arranged as in the following diagram.



5. If a mallet or paint pot should prove difficult to secure, a clawed hammer may be substituted for the mallet, and a half gallon or gallon honey pail, or preserve pail, or shortening pail, may be substituted for the paint pot.

This sheet must not be shown to the candidates.

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ENTRANCE INTO THE MODEL SCHOOLS

ELEMENTARY SCIENCE

BOTANY AND ZOOLOGY

1. Give a description of (a) a polypore, and (b) any parasitic fungus you have studied.
2. Write an account of any *two* of the following :—
 - (a) The storage of reserve food in plants.
 - (b) The structure of any winter bud you have examined.
 - (c) Adaptations for the dispersal of seeds.
 - (d) The functions of leaves.
3. Using drawings to illustrate your answer, describe *either*,—
 - (a) Any common fern, under the headings: (i) the underground organs, (ii) the unfolding of the frond, (iii) the position and nature of the fruit dots (sori) ;

OR

 - (b) The structure of the flower of *one* of the following :—
buttercup, petunia, common mustard, trillium, apple.
4. Write a description of the turtle, under the following headings :—
 - (a) The external covering of the body.
 - (b) Mode of locomotion.
 - (c) Life history.
5. (a) Discuss the economic value of any *two* of the following :
frog, woodpecker, earthworm, lady-bird beetle.
 - (b) Describe the fins of any fish you have studied, under the headings: (i) structure, (ii) number, (iii) position.
 - (c) Describe the skeleton of the front leg of the cat *or* the dog *or* the rabbit.

[OVER]

CHEMISTRY AND PHYSICS

6. (a) Describe an experiment to prove that carbon is one of the constituents of wood.

(b) A covered glass jar is known to contain either air or carbon dioxide. State how you would proceed to determine which gas is present.

7. Describe experiments to demonstrate any *two* of the following:—

(a) Sound is not transmitted in a vacuum.

(b) Air expands in heating and contracts in cooling.

(c) Light travels in straight lines.

(d) A piece of soft iron may be made a temporary magnet.

8. (a) Represent by a drawing *one* of the following: (i) a common pump, (ii) an hydrometer.

(b) Explain the principle of the action of the instrument you have drawn.

9. Using a drawing to illustrate your answer, describe the construction of a simple voltaic cell. Indicate on your drawing (a) the negative pole, (b) the direction of the current in the external conductor.

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

BOOKKEEPING AND WRITING

NOTE :— Special examination books, with journal and ledger ruling, will be supplied by the Presiding Officer at the beginning of the examination period.

May 2, 1921. S. P. Rankin, Niagara Falls, Ont., continues the general store business at 37 Main St.

Assets :—Cash in safe, \$130·25 ; amount on deposit in the Acme Savings Bank, \$1670·85 ; goods on hand, \$3765·60 ; L. Sparrow owes on account, \$64·70 ; K. Maxsom owes \$200·00 on his note at 3 months, dated Feb. 10, 1921.

Liabilities :—Balance due Parker & Co. on account, \$428·75 ; balance due Hurst & Sons on my note at 60 days, dated March 21, 1921, and payable at the Empire Bank, \$375·50.

May 2. Bought merchandise from Parker & Co., \$3530·90 ; gave in part payment, cheque, \$800·00 ; balance on account.

May 3. Prepaid rent of store for three months with cheque, \$180·00.

May 7. Sold M. Kilmer, on his note, merchandise, \$150·50.

May 13. K. Maxsom paid his note of Feb. 10 with cheque, \$200·00. Paid for wrapping-paper and twine, \$30 cash.

May 14. Sold L. Sparrow merchandise, \$500·60 ; received from him cash sufficient to pay this amount and also the balance of his account.

May 15. Cash sales for two weeks, \$1370·60. Deposited in the Acme Savings Bank, \$2200·00.

May 18. Accepted Parker & Co.'s draft drawn on me at 20 days, on account, for \$600·00.

May 23. Paid my note of March 21, with cheque, \$375·50.

May 27. Sold L. Sparrow merchandise, \$350·40. Drew a draft on him at 10 days for \$300·00 in part payment ; balance on account.

[OVER]

May 28. Paid Parker & Co., on account, \$2400, with cheque.
 May 31. Cash sales for two weeks, \$2850·90. Deposited cash in Acme Savings Bank, \$2700. Paid R. Spence his salary for the month, \$160, with cheque.

Inventory taken May 31, 1921.

Merchandise on hand	\$2750·60
Expense—2 months' rent prepaid	120·00

1. Using the methods of double entry bookkeeping,—

(a) Journalize the foregoing transactions, omitting the day book explanations.

(b) Post to the ledger.

(Allow the following space for ledger accounts: three spaces for each ledger heading, five spaces for the body of S. P. Rankin (Capital), and Expense accounts, eight spaces for the body of Cash, Acme Savings Bank, and Merchandise accounts, and three spaces for the body of all other accounts.)

(c) Take a trial balance.

(d) Close the ledger as follows: (i) those accounts which determine the gains, losses, and net worth; (ii) the Cash and Bank accounts. Leave the ledger in shape for continuing next month.

2. Make out the following business papers:—

(a) The note in favour of Hurst & Sons in the opening entry, for \$375·50.

(b) The draft on L. Sparrow on May 27, for \$300·00. Write the acceptance on the draft.

3. Write the following:—

Negotiable paper includes those instruments in use in a community which pass freely from one person to another by simple delivery or by indorsement. The word which gives them this negotiability is *bearer* or *order*. Those which are transferable by simple delivery are written payable to a certain person, firm or corporation, or bearer; and those which are transferable by indorsement are written payable to a certain person, firm or corporation, or order, and when transferred, the payee must write his name across the back of the instrument.

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ENTRANCE INTO THE MODEL SCHOOLS

AGRICULTURE AND HORTICULTURE

NOTE:—*Candidates will take section A and either B or C.*

A

1. (a) Describe a laboratory or a kitchen method of canning beans *or* tomatoes. (Make a diagram of the apparatus used.)

(b) Account for the mould that is sometimes found on top of canned fruit.

2. (a) Name four perennial and four annual weeds.

(b) Describe the methods of seed dispersal of any *two* of the perennials and of any *two* of the annuals mentioned.

(c) Describe a method of eradication (one for each) of the weeds you have named.

3. Describe the process of butter-making (a) on a farm, *or* (b) in a creamery, including a description of the care of the milk, the cream, and the butter from the time the milk is drawn from the udder until the butter is ready for the table.

4. (a) Specify four common commercial fertilizers. Name the substances each is supposed to add to the soil.

(b) Outline an experiment which a farmer might perform to determine the benefits to be gained in using *one* of the commercial fertilizers named in your answer to (a).

5. A field 80 rods by 20 rods is to be tile drained with drains running parallel with the sides and terminating 1 rod from each end. The drains are 1 foot wide, 3 feet deep, and 2 rods apart, the outside drains being 1 rod from each fence. If tile costs 8 cents a foot, and excavating, laying, and filling cost 25 cents a cubic yard, find the cost of draining the field.

[OVER]

6. Describe (*a*) the purpose, (*b*) the method of management, of each of the following: (i) a nurse crop, (ii) a soiling crop, (iii) a green manuring crop, (iv) a hoe crop, (v) a cereal crop.

B

7. (*a*) Name the breeds of cattle usually listed under (i) dairy type, (ii) beef type, (iii) dual purpose type.

(*b*) Describe the special characters of a first class animal of each type.

8. (*a*) Name the breeds of sheep usually listed under (i) long-woolled type, (ii) medium-woolled type, (iii) fine-woolled type.

(*b*) Give the distinguishing features of each type.

C

7. (*a*) Describe, using drawings, one good method of grafting an apple tree.

(*b*) What are the chief advantages of grafting?

8. Describe the method of management of a strawberry plot, including planting, care, and harvesting. Name three difficulties encountered in growing strawberries.

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ENTRANCE INTO THE MODEL SCHOOLS

HOUSEHOLD SCIENCE

1. (a) Describe, with drawings, the structure and composition of an egg. Name each constituent and give its food value.

(b) How would you care for and preserve eggs?

(c) Discuss the digestibility and nutritive value of (i) round steak, (ii) cheese, (iii) prunes.

2. The pantry contains butter, eggs, flour, gelatine, lemons, milk, pepper, salt, soda, sugar, tea, tomatoes, and yeast.

(a) Write a menu for a luncheon consisting of a soup, a simple dessert, bread or rolls, and a beverage.

(b) Outline your plan of work in preparing this luncheon, giving in detail your method of making and serving each dish.

3. State clearly the reasons you would advance for each of the following:—

(a) The long, slow cooking of cereals.

(b) The rapid boiling used in cooking rice or macaroni.

(c) The testing, boiling, and sealing of the jars used in canning.

4. Write a note on the location, the furnishing, and the care of a room for the sick.

OR

Describe your method of washing white clothes.

5. (a) Give definite instructions for buying, cutting, and making from circular pillow cotton a pair of pillow slips $32\frac{1}{2}$ " long with hemstitched hems 3" wide.

(b) Fold 1" hems on two adjacent sides of the material provided and construct a square cut corner. Tell when and where it should be used.

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ENTRANCE INTO THE MODEL SCHOOLS

MANUAL TRAINING

1. (a) What considerations would guide you in selecting a hammer, a saw, and a chisel as part of a "home kit"?

(b) What other tools would you include in the kit?

2. A recess in a wall is 6 ft. high, 4 ft. wide, and 9 in. deep. You are required to fill this with a set of bookshelves for your own use.

(a) Draw the front elevation to a scale of 1 in. to 1 ft., showing all dimensions.

(b) Prepare a stock bill of the lumber required.

(c) State how you would make and fit the shelves.

3. On the opposite page is shown the working drawing of a salt box.

(a) Draw up a stock bill showing the number of pieces required and the finished dimensions and use of each.

(b) State the method you would adopt in making the salt box according to the particulars supplied in the drawing.

(c) Make an isometric drawing of the completed box.

OR

3. (a) What is meant by the hardening and the tempering of steel?

(b) Explain how you would temper a chipping chisel.

OR

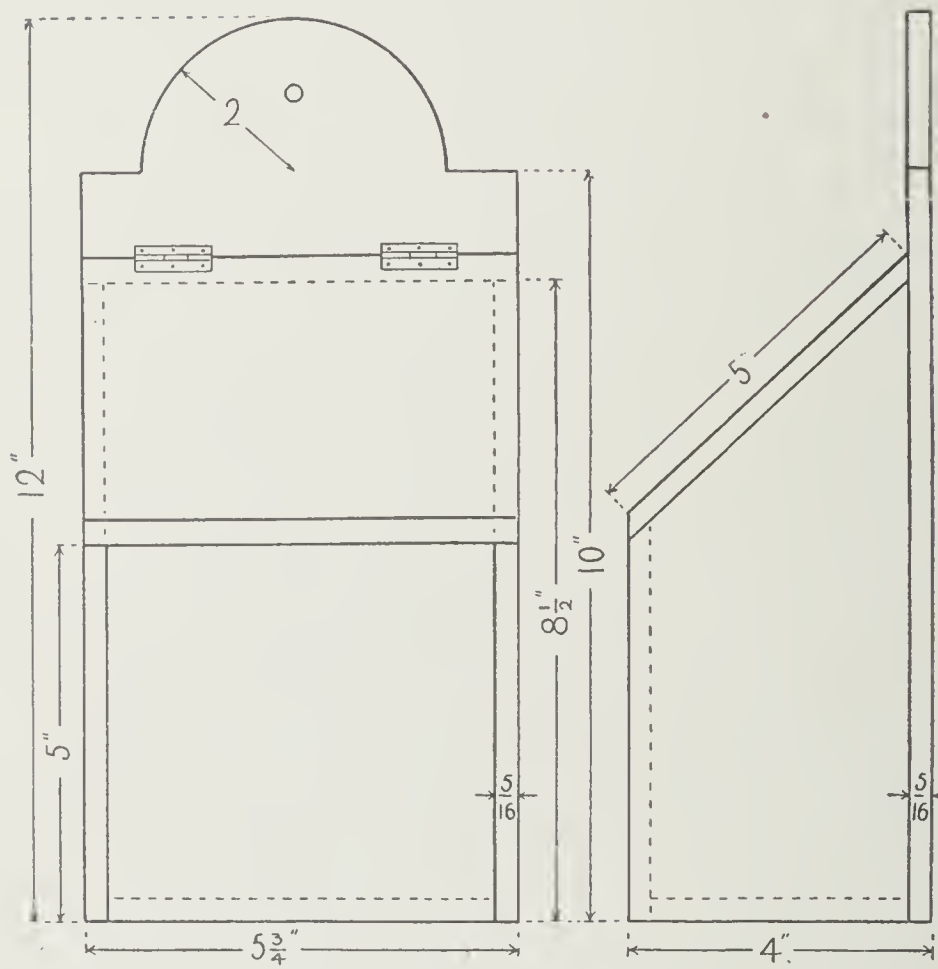
3. (a) What is the use of the "countershaft"?

(b) Distinguish between the "tight" pulley and the "loose" pulley. Describe the "cone" pulley and state its use.

(c) Why must softwood be turned at a higher speed than hardwood?

(d) What are scraping tools and when are they used?

4. Within an equilateral triangle of 6 in. sides, inscribe three equal circles each touching two others and two sides of the triangle.



Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Four-Horse Race (page 82).

The Evening Wind (page 151).

Of Studies (page 164).

The Revenge (page 255).

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

A

Thus ended this courageous explorer's ambitious project of conquering the secret of the North Pole; and thus was quenched the enthusiasm of a singularly ardent nature. Though better fitted for a volunteer than for a leader, to act alone than to govern others, he undertook his work with a boundless energy and an untiring perseverance. Had he lived, it is certain he would have advanced as far to the northward as a man is able to go. He faced death with a hero's courage. We cannot but regret so sudden and disastrous a termination of a chivalrous enterprise. Yet there is something appropriate in his place of burial. That lonely grave amid the peaks and icebergs of the Polar World is surely a more suitable sepulchre for such a dauntless heart than one in the crowded city cemetery or even in the village churchyard. No man felt the strange magical spell of the North more powerfully than he; and it is well that he should sleep where the cold northern winds blow across his grave.

B

1. This was certainly an embarrassing position for the professor, and one that caused him acute anxiety.

2. Throughout this desperate crisis he was oppressed by a sense of physical weakness, which he feared would prevent him from achieving the success he so much desired.

3. It was quite apparent that the boy who committed the deed was very mischievous.

4. The lawyer recommended his client to be cautious and not to agree to any proposal for a settlement of the dispute.

5. There was no doubt that the young man would soon lose his temper if his opponent continued to treat him with so much violence.



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ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH GRAMMAR

1. *There* was a man, *to* whom I was so near that I could see a great deal of his life, who made almost everyone *fond* of him on account of his youth, cleverness, and gentle manners. I believe, *when* I first knew him, he never thought of *doing* anything cruel or *base*. *But*, *caring* for nothing so much as his own safety, he came at last to commit *such* deeds *as* make men infamous.

(a) Write out each subordinate clause in the above extract and state its grammatical value and relation.

(b) Parse each italicized word.

2. Explain the difference in the use of the italicized expressions in each pair of sentences following :—

(a) *Neither* of these solutions pleases me.
That man can *neither* read nor write.

(b) All *should* study diligently.
I feared I *should* be late.

(c) I have been working *since* noon.
Since you came we have worked hard.

3. (a) Write sentences making use of the possessive singular forms of *it*, *Charles*, *brother-in-law*.

(b) Write sentences making use of the following words as subjects of *is* or *are* : *news*, *physics*, *spectacles*, *strata*.

(c) Give the other gender forms of *witch*, *bride*, *abbot*.

4. Parse the italicized words in the following sentences :—

(a) *Even* he will admit its truth.

(b) He went *hunting* deer last *fall*.

(c) There are no idlers *there*.

(d) We saw the book still lying where you put *it*.

(e) *It* will be stormy to-morrow.

(f) They *themselves* came *to do* the same thing.

[OVER]

5. Give the following forms of the verb *strike* :—

- (a) First person singular, past perfect progressive, indicative, active.
- (b) First person singular, present subjunctive, passive.
- (c) First person singular, future indicative, active.
- (d) First person singular, present emphatic indicative, active.

6. (a) State the effect that each of the following had upon our language :—

- (i) The coming of the Danes.
- (ii) The Renaissance.
- (iii) The publication of the first English dictionary (1755).

(b) The British have always been explorers, traders, and colonizers. What effect has this had upon our language?

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH COMPOSITION

NOTE:—*The candidate must not use in his composition any name which would indicate his examination centre.*

1. Write a composition on *one* of the following subjects:—

- (a) The North American Indian.
- (b) Autumn in Ontario.
- (c) A fishing expedition.
- (d) Autobiography of A Public School Arithmetic.
- (e) A motor trip through the country.
- (f) How Sohrab found his father.
- (g) Lloyd George.

2. A friend in Halifax, N.S., has sent you an interesting book as a birthday gift. Write a letter, acknowledging the gift, and telling how you celebrated your birthday and how you expect to spend the remainder of your summer holidays.

Department of Education, Ontario

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ENTRANCE INTO THE MODEL SCHOOLS

ENGLISH LITERATURE

A

1. Quote :—

(a) Fifteen consecutive lines from *Julius Caesar*, beginning, "If you have tears, prepare to shed them now"; and one stanza of *Gradatim*, beginning, "I count this thing".

OR

(b) Thirteen consecutive lines from *Julius Caesar*, beginning, "Why, man, he doth bestride the narrow world"; and six consecutive lines from *The Vision of Sir Launfal*, beginning, "The flush of life may well be seen".

B

2. DECIUS. Here lies the east : doth not the day break here ?

CASCA. No.

CINNA. O, pardon, sir, it doth, and yon grey lines
That *fret the clouds* are *messengers of day*.

CASCA. You shall confess that you are both deceived.
Here, as I point my sword, the sun arises ;
Which is *a great way growing on the south*,
Weighing the youthful season of the year.
Some two months hence up higher toward the north
He first presents his fire, and *the high east*
Stands as the Capitol, directly here.

(a) Under what circumstances does this conversation take place ?

(b) "youthful season". State the time of year exactly.

(c) Explain the italicized parts.

3. What were the weaknesses of Caesar and what were his nobler characteristics as exhibited in the play ?

[OVER]

4. (a) And, to speak truth of Caesar,
I have not known when his affections swayed
More than his reason.
- (b) Let us be sacrificers, but not butchers, Caius.
- (c) When beggars die, there are no comets seen.
- (d) There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.
- (e) My heart doth joy that yet in all my life
I found no man but he was true to me.
- (f) This was the noblest Roman of them all:
.....
His life was gentle.

Explain each of the above extracts in its connection in the play.

C

5. Then (he) drew the pith, like the heart of a man,
Steadily from the outside ring,
And *notched the poor, dry, empty thing*
In holes, as he sat by the river.
- "This is the way," laughed the great god Pan,
(Laughed while he sat by the river,)
"*The only way*, since gods began
To make sweet music, they could succeed."
Then, dropping his mouth to a hole in the reed,
He blew *in power* by the river.
- Sweet, sweet, sweet, O Pan!
Piercing sweet by the river!

(a) What is the central thought in the poem from which the extract is taken?

(b) Show how this thought is implied in or suggested by the italicized expressions.

6. All around them paused the battle,
While met in mortal fray
The Roman and the Tusculan,
The horses black and grey.

(a) Explain how it came about that these two met in the battle.

(b) For what was the Roman famed?

(c) What was the result of the duel?

(d) What are we told of the horses after this duel?

7. He ceased : but while he spake Rustum had risen
 And stood erect, trembling with rage : his club
 He left to lie, but had regained his spear,
 Whose fiery point now in his *mailed* right hand
 Blazed bright and *baleful*, like that autumn star,
 The baleful sign of fever ; dust had soiled
 His *stately crest*, and dimmed his glittering arms.
 His breast heaved ; his lips moved ; and twice his voice
 Was choked with rage : at last these words broke way :—
 “*Girl !* nimble with thy feet, not with thy hands !
Curled minion, dancer, coiner of sweet words !
 Fight.

- (a) Why was Rustum “trembling with rage” ?
 (b) Give a sufficient outline of the preceding speech to explain “coiner of sweet words”.
 (c) Explain the italicized parts.

8. Sir Launfal awoke as from a swoon :—
 “The Grail in my castle here is found !
 Hang my *idle armour* up on the wall,
 Let it be the *spider’s banquet-hall* ;
 He must be *fenced with stronger mail*
 Who would seek and find the *Holy Grail*.”

- (a) What is a “swoon” ? What condition is here compared to a “swoon” ?
 (b) What is the teaching of the poem as expressed in the second line of the above extract ?
 (c) Explain the italicized parts in relation to the context.

D

9. When oaken woods *with buds are pink*,
 And new-come birds each morning sing,
 When fickle May on *Summer’s brink*
 Pauses, and knows not which to fling,
 5 Whether fresh bud and bloom again,
 Or hoar frost silvering hill and plain.
 Then from the honey-suckle gray
 The oriole with experienced quest
Twitches the fibrous bark away,
 10 The cordage of his *hammock nest*,
 Cheering his labour with a note
 Rich as the orange of his throat.
 High o’er *the loud and dusty road*
 The soft gray cup in safety swings,
 15 To brim in August with its load
 Of downy breasts and *throbbing wings*,
 O’er which the friendly elm-tree heaves
 An emerald roof with sculptured eaves.

[OVER]

O happy life, to soar and sway
20 Above the life by mortals led,
Singing the merry months away,
Master, not slave, of daily bread,
And, when the Autumn comes, to flee
Wherever sunshine beckons thee.

- (a) Suggest a topic for each stanza.
- (b) Explain the significance of the italicized parts.
- (c) Make clear the meaning of the contrast in line 22.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

BRITISH AND CANADIAN HISTORY

1. Give an account of any *three* of the following:—
 - (a) The work of La Salle.
 - (b) The United Empire Loyalists.
 - (c) The Rebellion Losses Bill, 1849.
 - (d) The circumstances and events leading to the North West rebellion, 1885.

2. Selecting any *three* of the following names, state why each is noteworthy in Canadian history: Frontenac, Sir Guy Carleton, Lord Durham, Sir Charles Tupper, Sir Wilfrid Laurier.

3.
 - (a) How are the members of a County Council selected?
 - (b) Who presides over its meetings and how is he selected?
 - (c) State the chief matters with which a County Council is concerned?

4. Give an account of any *three* of the following:—
 - (a) How Britain was governed under the Saxons.
 - (b) The reforms effected by Henry the Second.
 - (c) The career of Oliver Cromwell.
 - (d) The circumstances and events leading to the repeal of the Corn Laws.

5. Selecting any *three* of the following names, state why each is noteworthy in British history: Wycliffe, Shakespeare, Warren Hastings, John Wesley, Nelson, Louis Botha.

6. State the immediate causes by which each of the following countries was drawn into the Great War: Serbia, France, Belgium, Great Britain, the United States.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

GEOGRAPHY

NOTE:—The Presiding Officer, at the beginning of the examination period, will give each candidate *one* copy of the accompanying outline map of Canada. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Canada,—

(a) Write in the names of the following so as to show their location: Lake Winnipeg, Lake St. Clair, Fraser River, Nelson River, Queen Charlotte Island, Manitoulin Island, Juan de Fuca Strait, Northumberland Strait, Georgian Bay, Chaleur Bay.

(b) Mark in the route of the main line of the Canadian Pacific Railway from the Atlantic Ocean to the Pacific, and mark in and name the terminal coast cities and three important inland cities through which it passes.

2. Contrast (a) the surface, (b) the climate, and (c) the chief industries of California with those of the New England States.

3. (a) Show how (i) the location and (ii) the shipping facilities of the British Isles have affected their commercial development.

(b) Contrast Australia with the British Isles in these respects.

4. State (a) three of the main products and (b) one important seaport of each of the following: New Zealand, Brazil, Spain, China.

5. “The North American Continent developed from a kind of framework or skeleton into the present wide and solid land.”

(a) What highlands are thought to have formed this “framework”?

(b) Explain how the great central plain of Canada is believed to have been formed.

[OVER]

6. (a) Describe any *three* of the following: delta, canyon, swamp, drowned valley, alluvial plain.

(b) Account for the origin of each of the three selected.

7. When it is 3 p.m. at London, England, what time is it at Regina, Saskatchewan, (105° W. Long.), and at Petrograd, Russia, (30° E. Long.) ?

8. Explain the meaning of the terms, (a) area of high pressure, (b) area of low pressure. Illustrate your answer by reference to the trade winds.

9. Name the principal phases of the moon. Explain how they are caused. Illustrate by a diagram.

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August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

ARITHMETIC AND MENSURATION

1. On Jan. 10th, 1921, a man bought a house for \$2500 cash and sold it at once receiving therefor a six-month note for \$3285 which he immediately discounted at a bank at 7% per annum. Find his gain in cash.

2. A retail merchant bought from a wholesale dealer goods invoiced at \$2000. The merchant was allowed discounts of 20 per cent., 10 per cent., and 5 per cent. off the invoice price for cash. Find :—

(a) The cash price of the goods.

(b) The single discount rate which would be equivalent to the three discounts.

3. A man wishes to rent a house which cost him \$9600 at such a rate as will give him therefrom a clear annual income of 8 per cent. on his outlay. He pays a tax of 22 mills on an assessment of \$7000, insurance on \$6000 at $\frac{3}{10}$ per cent. annually, and \$140 for general repairs. What monthly rent must he get?

4. A grocer who had 750 pounds of tea sold 120 pounds of it at 60 cents a pound at a loss of 20 per cent. Find at what price per pound the remainder must be sold that the grocer may gain \$45 on the whole transaction.

5. A confectioner mixes three kinds of candy in the proportion 1 pound at 14 cents per pound, 2 pounds at 20 cents per pound, and 3 pounds at 30 cents per pound. If the mixture contains 84 pounds, find :—

(a) How many pounds of the candy at 30 cents per pound were used.

(b) The average cost per pound of the mixture.

(c) The price per pound at which the mixture must be sold to make a clear gain of 25% if the confectioner gives away 12 pounds.

[OVER]

6. A rectangular box 2 metres long and 3 decimetres wide (inside measurement) contains 12 litres of water. Find:—

- (a) The area of the surface of the water in square metres.
- (b) The depth of the water in centimetres.
- (c) The weight of the water in kilograms if 1 cubic centimetre of water weighs 1 gram.

7. A park gate-post consists of a column $3\frac{1}{2}$ feet square and 10 feet high above ground, capped by a pyramid $2\frac{1}{3}$ feet high which just covers the top of the column. Find the number of square feet in the exposed surface of the gate-post.

8. A cylindrical tank, whose internal diameter is 7 feet, contains water to a depth of 12·6 feet. How many barrels of water are there in the tank?

(A bbl. = $31\frac{1}{2}$ gal.; and 1 cu. ft. of water contains $6\frac{1}{4}$ gal.)

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

ALGEBRA AND GEOMETRY

1. Find the value of $A^2 - 5AB + 6B^2$, if $A = 3x - 4y$ and $B = x - 2y$.

2. Find the quotient and remainder when $6x^4 - 17x^3 - 15x^2 + 43x - 21$ is divided by $2x^2 - 7x + 3$.

3. Factor:—

(a) $x^2 + ax + ab + bx$.

(b) $x^2 + 4y^2 + 4xy - z^2 - 2z - 1$.

(c) $10x^3 + 19x^2 - 15x$.

4. Simplify $\frac{2}{x^2 - 3x + 2} - \frac{1}{x^2 - x} - \frac{1}{x^2 - 2x}$.

5. Solve:—

(a) $5x - \frac{3(x-1)}{2} = \frac{x+4}{3} - 3$.

(b) $\frac{4x-3}{4x-2} + \frac{5x-7}{10x-5} = \frac{1}{10}$.

6. The length of a room exceeds its width by 4 feet. If each dimension is increased by 2 feet the area will be increased by 52 square feet. Find the length of the room, and verify your answer.

[OVER]

PRACTICAL GEOMETRY

7. Make accurately the constructions required below. All construction lines must be shown but proofs are not required.

(a) In a circle whose radius is $2\frac{1}{2}$ inches, place two chords, AB 4 inches long, and AC 3 inches long. Without the use of graduated ruler or set-square, bisect AB at M and AC at N, and through these points draw lines perpendicular to AB and AC meeting at O. Measure MO and NO.

(b) Without using the protractor or set-square, construct the triangle ABC, having BC 5 inches and the angles at B and C 30° and 60° , respectively. From A draw AD the perpendicular to BC. Measure AD, DB, and DC.

THEORETICAL GEOMETRY

8. (a) Construct a triangle whose sides shall be equal respectively to three given straight lines.

(b) At a point in a given straight line make an angle equal to a given rectilineal angle.

9. (a) Straight lines joining equal and parallel straight lines towards the same parts are equal and parallel.

(b) The triangles ABC and DEF are congruent, and AB and AC are sides corresponding to DE and DF. AB and AC are bisected at M and N respectively, and DE and DF are bisected at P and R respectively. Show that the quadrilaterals MNCB and PRFE are equal in area.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

ART

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 2.

(Three questions constitute a full paper. Questions 1 and 2 are obligatory ; a choice is allowed between 3 and 4.)

1. Make a pencil drawing, in *outline*, about nine inches in width, of the group of objects submitted. The drawing must show (a) a well-chosen position on the sheet, (b) careful proportions, and (c) correct perspective.

2. Design, and express in water-colours in pleasing harmony, any *one* of the following :—

- (a) A calendar cover, six inches by nine inches, lettered CALENDAR, 1921, and decorated with a drawing of a candle-stick and candle, or of an hour-glass.
- (b) A foot-stool cover, seven inches by eleven inches, decorated with a suitable floral design.
- (c) A plate, eight inches in diameter, decorated with a suitable floral border.

3. Make a water-colour drawing, about seven inches at its greatest dimension, of any *one* of the following :—

- (a) A loaf of bread.
- (b) A boy's peaked cap.
- (c) A poplar tree.

[OVER]

4. Answer in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page :

(a) By what artistic means has the little girl been made the most interesting object in the picture ?

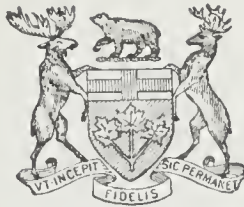
(b) Explain, with reasons for your answer, the character and the direction of the light in the picture.

(c) By what means has the artist given depth to his picture ? State, with reasons, the location of the eye-level.

(d) Give the picture an appropriate name.



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ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

RE ART FOR THE MODEL ENTRANCE EXAMINATION, AUGUST, 1921

1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.

2. Each candidate shall be allowed three sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.

3. Each group of objects supplied shall be placed on supports on a level with the top of the desks or tables at which the candidates are drawing. One group of objects to every six or eight candidates should be sufficient.

4. For question 1, each group shall consist of —

- (a) An open book.
- (b) An alarm clock.

The group shall be arranged as in the following diagram.



This sheet must not be shown to the candidates.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE MODEL SCHOOLS

ELEMENTARY SCIENCE

BOTANY AND ZOOLOGY

1. Outline an experiment which will demonstrate *one* of the following:—

- (a) Roots grow towards moisture.
- (b) Leaves manufacture starch in sunlight.

2. (a) Using drawings, describe, under the headings (i) inflorescence, (ii) corolla, (iii) pistil, (iv) fruit, *one* of the following plants: buttercup, common mustard, trillium, petunia, plum, dog's tooth violet.

(b) Select one dicotyledon and one monocotyledon from the plants named in 2 (a). In each case specify the structural features which assisted you in assigning the plant to its proper class.

3. (a) Selecting any *one* of (i) white oak, (ii) white pine, (iii) cherry, describe the features of the leaves and of the bark which enable you to identify the tree.

(b) Describe the underground organs of a fern or of a mushroom and state the functions of the organs you have described.

4. (a) Using drawings to illustrate your answer, describe the fresh water clam, under the following headings:—

- (i) Its mode of locomotion.
- (ii) Its feeding habits.
- (iii) The structure of the shell.

(b) Write an account of the life history of *one* of the following: (i) tent caterpillar, (ii) mosquito, (iii) grasshopper.

5. (a) Using drawings, describe any *two* of the following:—

- (i) The organs of locomotion of a crayfish.
- (ii) The mouth parts of a butterfly.
- (iii) The gills of a fish.

[OVER]

(b) Give an account of any observations you have made on (i) the winter homes, and (ii) the winter food, of any *two* of the following: musk-rat, squirrel, English sparrow, owl.

CHEMISTRY AND PHYSICS

6. A straight lever ACB is 7 feet long and rests on a fulcrum placed at the point C which is 2 feet from A. Assuming that the lever has no weight, find what force applied at B will support a weight of 100 pounds suspended from A.

7. (a) Describe experiments to demonstrate any *two* of the following:—

- (i) The transmission of heat by convection.
- (ii) The reinforcement of sound by consonance.
- (iii) The magnetic effects of the electric current.
- (iv) The Principle of Archimedes (Law of Buoyancy).

(b) Specify a practical application of any *one* of the principles referred to in 7 (a).

8. (a) You are given some water in which salt has been dissolved. Using drawings to represent the apparatus employed, show how you would obtain from this a sample of water free from salt.

(b) Describe the thermometer and state how the “boiling point” and the “freezing point” are obtained.

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Schoolmaster and the Boys (page 69).

The Return of the Swallows (page 159).

Briggs in Luck (page 180).

The Defence of the Bridge (page 235).

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time to enable the candidate to grasp the sense ; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY ; the third, for review.

(Value 100)

[See Circular 34, page 37, Sec. 7 (2)]

A

The return of the robin is heralded with delight and commonly announced by all the local newspapers like that of eminent or notorious people to a summer resort, as the first notification of spring. And such his first appearance in the orchard and garden undoubtedly is. In spite of being classified as a migratory thrush, sometimes a solitary one takes the notion to winter here. Although the thermometer may register as low as nineteen degrees below zero, he seems to be well fortified to withstand cheerfully this severe temperature. Among the gardeners who prize their early small fruit, the robin has a bad reputation. The luscious and juicy raspberry and cherry are considered by him to be his legitimate prey, and occasionally he selects the spacious pocket in the coat of the scarecrow as a convenient house to rear his young, thus adding impudence to injury. Yet, whatever faults he has, we give him a hearty greeting in the spring and gladly forfeit a fair proportion of our luxuries in exchange for his cheerful presence.

B

1. The practice of prosecuting for every trifling offence will antagonize the most peaceful citizens.

2. The mortgage against the machinery was collected after a tedious lawsuit.

3. The barometer is carefully observed by navigators to enable them to forecast the weather.

4. The municipal council of the corporation assessed the bachelors at double the ordinary rate.

5. The unwarranted expenditure by the committee was denounced by the opposition.

6. The wedding garment of the bride was adorned with many gorgeous patterns of crystal beads.

Department of Education, Ontario

June Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ENGLISH GRAMMAR

Values	1. Before the two elder brothers went out that day, they told little Gluck, who was left <i>to mind</i> the roast, that he must let nobody in. Gluck sat down <i>quite</i> close to the fire because <i>it</i> was raining very hard and the kitchen walls were by no means <i>dry</i> . Gluck could not understand why his brothers never asked anyone to dinner when so many <i>went past</i> their door weary and hungry.
$2 \times 7 =$ 14	(a) Write in full the subordinate clauses in the above extract, and give the kind and the relation of each.
$2 \times 6 =$ 12	(b) Parse the italicized words.
12	2. Analyse fully :— One evening, as I wandered forth Along the banks of Ayr, I spied a man whose aged step Seemed weary, worn with care.
$3 \times 6 =$ 18	3. Write the following sentences, selecting from the brackets the proper words; give reasons for your selections :— (a) I wish it (was, were) not so late. (b) (Has, Have) either of you seen him lately ? (c) He seemed (real, really) glad to see us. (d) Nothing but leaves ever (grow, grows) on that tree. (e) That is the boy (who, whom), we all thought, would win it. (f) She is one of the best students that (has, have) ever attended our school.
$2 \times 5 =$ 10	4. State the exact relation of each of the italicized words in the following sentences :— (a) She taught <i>us mathematics</i> all morning. (b) The work made <i>George</i> , the younger brother, tired.

[OVER]

Values

$$\begin{array}{r} 2 \times 5 = \\ 10 \end{array}$$

5. Write the following forms of the verb *strike*:—

- (a) First plural, present progressive, active, indicative.
- (b) Third singular, present, passive, subjunctive.
- (c) Second plural, past emphatic, indicative.
- (d) Third plural, present perfect, passive, indicative.
- (e) First singular, promissive future, active.

$$\begin{array}{r} 3 \times 4 = \\ 12 \end{array}$$

6. (a) Change each of the following to a simple sentence:—

- (i) The picnic was a failure because the day was rainy.
- (ii) When he reached the top of the hill, the traveller paused in order that he might view the valley.

(b) Change each of the following to a complex sentence:—

- (i) Night came on, making travelling difficult.
- (ii) It is impossible for such a thing to happen.

$$\begin{array}{r} 4 \times 3 = \\ 12 \end{array}$$

7. Distinguish the meaning of the sentences in each of the following pairs:—

- (a) He will be there before noon.
He shall be there before noon.
- (b) Can I go to the picnic?
May I go to the picnic?
- (c) Mary only swept the hall.
Mary swept only the hall.

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ENGLISH COMPOSITION

Values

NOTE :—*In valuing this paper, neatness and spelling will be considered.*

50

1. Write a composition on *one* of the following subjects:—

- (a) My greatest adventure.
- (b) The store (*or* church) that I know best.
- (c) How base-ball (*or* basket-ball) is played.
- (d) A shopping expedition.
- (e) My plans for the next year.
- (f) The story of Sir Launfal, *or* the story of Sir Galahad.

50

2. Write a short speech on *one* of the following subjects, taking either the affirmative or the negative:—

- (a) The gasoline engine is more useful to man than is the horse.
- (b) We should have a national telephone system, owned and operated by the State.
- (c) In Canada, country life is preferable to city life.
- (d) Canadian history is more interesting than British history.

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ENGLISH LITERATURE

Values

1. The reader can now have little doubt who the Ethiopian slave really was, with what purpose he had sought Richard's camp, and wherefore and with what hope he now stood close to the person of that monarch, as, surrounded by his valiant peers
5 of England and Normandy, Cœur-de-Lion stood on the summit of St. George's Mount, with the banner of England by his side, borne by the most goodly person in the army, being his own natural brother.

From several expressions in the King's conversation with
10 Neville on the preceding day, the Nubian was left in anxious doubt whether his disguise had not been penetrated, especially as the King seemed to be aware in what manner the agency of the dog was expected to discover the thief who stole the banner, although the circumstance of such an animal's having
15 been wounded on the occasion had been scarce mentioned in Richard's presence. Nevertheless, as the King continued to treat him in no other manner than his exterior required, the Nubian remained uncertain whether he was or was not discovered, and determined not to throw his disguise aside volun-
20 tarily.

Meanwhile, the powers of the various Crusading princes, arrayed under their royal and princely leaders, swept in long order around the base of the little mound; and, as those of each different country passed by, their commanders advanced a step
25 or two up the hill, and made a signal of courtesy to Richard and to the standard of England, "in sign of regard and amity," as the protocol of the ceremony heedfully expressed it, "not of subjection or vassalage." The spiritual dignitaries, who in those days veiled not their bonnets to created being, bestowed
30 on the King and his symbol of command their blessing instead of rendering obeisance.

3 (a) State in a phrase or short sentence the topic of each paragraph.

2 × 4 = 8 (b) Who was the Ethiopian slave? What was his "purpose" (line 2)? What was his "hope" (line 3)? Why was he disguised?

2 (c) Why were Cœur-de-Lion and his followers gathered on this occasion?

[OVER]

(d) Explain :—

- | | |
|---|--|
| 4 | (i) was left in anxious doubt whether his disguise had not been penetrated (lines 10, 11); |
| 2 | (ii) the agency of the dog was expected to discover the thief (lines 12, 13); |
| 2 | (iii) in no other manner than his exterior required (line 17); |
| 2 | (iv) their commanders.....made a signal of courtesy (lines 24, 25); |
| 2 | (v) "in sign of regard and amity" (line 26); |
| 2 | (vi) "not of subjection or vassalage" (lines 27, 28); |
| 2 | (vii) rendering obeisance (line 31). |

2.

"Oh, Tiber! father Tiber!

To whom the Romans pray,
A Roman's life, a Roman's arms,
Take thou in charge this day."

5 So he spake, and speaking sheathed
The good sword by his side,
And with his harness on his back,
Plunged headlong in the tide.

No sound of joy or sorrow

10 Was heard from either bank ;
But friends and foes, in dumb surprise,
With parted lips and straining eyes,
Stood gazing where he sank ;
And when above the surges

15 They saw his crest appear,
All Rome sent forth a rapturous cry,
And even the ranks of Tuscany
Could scarce forbear to cheer.

But fiercely ran the current,

20 Swollen high by months of rain :
And fast his blood was flowing,
And he was sore in pain,
And heavy with his armour,
And spent with changing blows :
25 And oft they thought him sinking,
But still again he rose.

2 + 2 =

4

(a) Who is the speaker in the first four lines of the extract? What circumstances led up to the prayer here uttered?

2 × 3 =

6

(b) Express the subject of each stanza in a phrase or short sentence.

Values

$$2 \times 7 = 14$$

(c) Explain :—

- (i) Take thou in charge this day (line 4);
- (ii) with his harness on his back (line 7);
- (iii) No sound of joy or sorrow
Was heard from either bank (lines 9, 10);
- (iv) in dumb surprise (line 11);
- (v) when above the surges
They saw his crest appear (lines 14, 15);
- (vi) All Rome sent forth a rapturous cry (line 16);
- (vii) Could scarce forbear to cheer (line 18).

3

(d) Tell the part of the story following the passage contained in the extract.

12

3. Quote *either* —

(a) three stanzas of *The Solitary Reaper*;

OR

(b) two stanzas of *Sir Galahad*, beginning “Sometimes on lonely mountain-meres”.

$$(1+3) \times 3 = 12$$

4. In regard to any *three* of the following extracts, (i) specify the poem from which each is taken, and (ii) give the meaning of each :—

- (a) “Lay on him the curse of the withered heart,
The curse of the sleepless eye
Till he wish and pray that his life would part,
Nor yet find leave to die.”
- (b) They bore within their breast the grief that fame can
never heal,—
The deep, unutterable woe which none save exiles feel.
- (c) Nothing useless is, or low ;
Each thing in its place is best ;
And what seems but idle show
Strengthens and supports the rest.
- (d) For there are moments in life, when the heart is so full
of emotion,
That if by chance it be shaken, or into its depths like a
pebble
Drops some careless word, it overflows, and its secret,
Spilt on the ground like water, can never be gathered
together.

[OVER]

5. All day the dreamy sunshine steeps
 In gold the yellowing beeches,
 In softest blue the river sleeps
 Among the island reaches.

5 Upon the glassy stream the boat
 Glides softly, like a vision ;
 And, with its shadow, seems to float
 Among the isles Elysian.

About the plummy golden-rod
 10 The tireless bee is humming,
 While crimson blossoms star the sod
 And wait the rover's coming.

The birch and maple glow with dyes
 Of scarlet, rose, and amber ;
 15 And like a flame from sunset skies
 The tangled creepers clamber.

So still the air—so like a dream—
 We hear the acorn falling ;
 And, o'er the scarcely rippled stream,
 20 The loon's long-quavered calling.

The robin softly, o'er the lea,
 A farewell song is trilling ;
 The squirrel flits from tree to tree
 Its winter storehouse filling.

2

(a) To what season does the poet refer in this selection?

$2 \times 3 =$

6

(b) Select three expressions which indicate the season.

$2 \times 6 =$

12

(c) Explain:—

- (i) All day the dreamy sunshine steeps
 In gold the yellowing beeches (lines 1, 2) ;
- (ii) In softest blue the river sleeps
 Among the island reaches (lines 3, 4) ;
- (iii) About the plummy golden-rod
 The tireless bee is humming (lines 9, 10) ;
- (iv) While crimson blossoms star the sod
 And wait the rover's coming (lines 11, 12) ;
- (v) The birch and maple glow with dyes
 Of scarlet, rose, and amber (lines 13, 14) ;
- (vi) The robin softly, o'er the lea,
 A farewell song is trilling (lines 21, 22).

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

CANADIAN HISTORY

Values	
$8 \times 3 =$ 24	1. Give accounts of any <i>three</i> of the following :— (a) <i>Coureurs de bois</i> . (b) The Heroes of the Long Sault. (c) The circumstances and events leading up to the building of the Canadian Pacific Railway. (d) The Red River Rebellion of 1870.
$8 \times 2 =$ 16	2. (a) Show why the British and the French in North America were so frequently at war. (b) Sketch the career of General Wolfe in Canada.
$8 \times 2 =$ 16	3. (a) State the circumstances which led to the Rebellion of 1837. (b) Give an account of Lord Durham's administration in Canada and specify the chief recommendations of his Report.
$8 \times 2 =$ 16	4. Give accounts of any <i>two</i> of the following :— (a) Sir Isaac Brock. (b) Joseph Howe. (c) Sir Charles Tupper.
$8 \times 2 =$ 16	5. (a) Why and how did Canada aid Great Britain in the Boer War, 1899-1902 ? (b) What assistance was rendered the Allies by Canada during the Great War ?
$2 \times 4 =$ 8	6. (a) State the mode of selection of each of the following :— (i) The Governor-General of Canada. (ii) The Premier of Canada. (iii) The Lieutenant-Governor of Ontario. (iv) The Premier of Ontario.
4	(b) Give the name of the present occupant of each of these offices.

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GEOGRAPHY

NOTE:—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map of Canada. If a candidate spoils his copy another copy may be given to him in its place.

Values	
	1. On the accompanying map of Canada,—
10	(a) Locate the chief centres for the production of coal, silver, wood pulp, fruit, furs, nickel, dairy products, asbestos, petroleum, salt.
9	(b) Mark in and name the following cities: Sault Ste. Marie, Sydney, Saskatoon, Moncton, Sherbrooke, Prince Rupert, Fort William, Hamilton, Kingston.
	2. "Canada contains five well-marked physical divisions which, in their general characteristics, vary greatly."
10	(a) Name and state the location of each of these divisions.
8	(b) Describe (i) the surface features and (ii) the railway facilities of Northern Ontario.
4	3. (a) Give reasons why Great Britain is a manufacturing country.
10	(b) Name <i>five</i> of the leading industrial centres in the British Isles, and state the chief manufactured product of each centre.
4	(c) Name <i>four</i> kinds of raw materials required for the industries of the British Isles that must be imported from other countries, and state a country from which each is imported.

[OVER]

Values

- | | |
|----|---|
| 5 | 4. (a) Name <i>three</i> British colonies on the west coast of Africa and <i>two</i> on the east coast. |
| 6 | (b) Give a general account of (i) the products, (ii) the people, and (iii) the government, of the Union of South Africa. |
| 6 | 5. (a) Specify the natural products of Japan, and name two of its commercial cities. |
| 6 | (b) Trace the chief trade routes by which Japanese goods reach Great Britain. |
| 3 | 6. (a) Name the <i>three</i> countries of South America that lie between the northern boundary of Chili and the Isthmus of Panama. |
| 4 | (b) Describe, giving explanations, the climate of this part of South America. |
| 5 | (c) What are the chief natural products of this part of South America? |
| 10 | 7. Locate the following cities and state for what each is important : Bombay, Johannesburg, Buenos Aires, New Orleans, Singapore, Rotterdam, Marseilles, Chicago, Halifax, Archangel. |

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ARITHMETIC

NOTE:—*In the case of each of the questions in Part B (viz., 7, 8, and 9) no marks will be given by the examiner unless the answer is correct.*

Values	A
12	1. A cylindrical oil can measures 14 inches in diameter and is 16 inches deep. How many gallons, quarts, and pints will it contain if 1 cu. ft. contains $6\frac{1}{4}$ gals.?
12	2. A man who has \$36,960 to invest learns that he may buy a 10% stock at 132, or 8% bonds at 105. Omitting brokerage, find which would yield him the greater annual income. By how much would it be the greater?
13	3. A Toronto merchant bought in Scotland 80 yards of tweed at \$7.20 per yard. He paid an ad valorem duty of $22\frac{1}{2}\%$ and a specific duty of $37\frac{1}{2}$ cents a yard. What must he charge for it per yard to make a profit of 40% on the entire cost?
6 + 6 = 12	4. The estimated expenditure for the municipal government of the town of Middleton for 1921, is as follows:— For education\$55,000 For fire, water, and light.... 35,000 For streets, etc 24,400 For police and salaries..... 16,350 For interest on debt 15,450 For incidentals 800 The total assessment of the town is \$5,250,000. Find the tax rate for the year, and the income tax that should be paid by a man whose income is \$3500, of which \$1950 is exempt.

[OVER]

Values

13

5. \$600 $\frac{0.0}{1.00}$

Toronto, Nov. 4th, 1920.

On demand I promise to pay George Creditor the sum of Six Hundred $\frac{0.0}{1.00}$ dollars with interest at 6% per annum. Value received. A. Debtor.

On Jan. 16th, 1921, \$100 was paid on account of the above note. The balance owing was paid on June 11th, 1921. What was this balance?

13

6. I shipped to my agent in the West 1000 bags of potatoes that cost me \$2.50 a bag, with instructions to sell on a commission of 2½% and to remit me the proceeds after deducting all expenses. He paid expenses \$1037.50, and sold 400 bags at \$6.75 a bag, 390 at \$5.60 a bag, 60 at \$3.90 a bag. The rest was worthless. Find my gain or loss.

B

7

7. *No marks will be given unless the answer is correct.*

Simplify $\frac{17.28 \times .007 \div 1.008}{.6 \text{ of } 2.4}$.

9

8. *No marks will be given unless the answer is correct.*

Find the total value of:—

7640 feet of lumber	@	\$39.50	per M
9384 lb. of barley	@	1.98	per bushel
39 lb. 7 oz. of butter	@	.48	per pound
(48 lb. of barley = 1 bushel)			

9

9. *No marks will be given unless the answer is correct.*

On January 1st, 1918, I borrowed \$600, agreeing to pay interest at the rate of 6% per annum, compounded yearly. How much shall I owe on January 1st, 1922?

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ART

NOTE 1:—A separate sheet of drawing paper shall be used in answering each of the four questions.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in the answer to question 3.

Values

NOTE:—In answering question 1, place your drawing of (a) on one half, and your drawing of (b) on the other half, of a sheet of drawing paper previously folded across the centre.

1. With your *lead pencil* make an *outline* drawing of each of the following:—

10 (a) A military (bell-shaped) tent. Make the drawing about six inches high.

15 (b) A cubical block showing three faces. Make its nearest vertical edge about four inches long. Upon each of the three visible faces of the block print, in large capitals parallel with the edges of the block, E, H, T,—one letter to each face.

25 2. Paint in *water-colours* any *one* of the following:—

(a) An ice cream cone containing strawberry ice cream. Make the drawing about five inches high.

(b) A heaped-up box of large cherries. Make the drawing about six inches wide.

(c) An apple tree in autumn. Make the drawing about seven inches high.

[OVER]

25

3. The candidate will take *one* of the following:—

(a) Design an oil-cloth suitable in pattern and in colour for a bath room floor. Make the design six inches square and finish it in water-colour tints.

(b) Draw three Chinese lanterns (each $1\frac{1}{2}$ inches wide) suspended from a line. Using the primary and secondary colours, paint the upper half of each lantern in a primary colour, and the lower half of each in a secondary colour complementary to the one used above it.

(c) Draw, and tint, an enclosure four inches by seven inches. Within it arrange in bold, well-spaced capital letters the words—

GIFTS FOR CHILDREN.

4. Answer, in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:—

6 (a) Briefly describe what each person and animal in the picture is doing.

4 (b) Which object in the picture has the artist intended to be the most interesting? Give reasons for your answer.

4 (c) Where is the eye-level located in this picture? How do you find it?

4 (d) Select some object on the table and from a careful examination of it tell (i) the kind of day, (ii) the time of the meal (breakfast, dinner, or supper).

7 (e) Show where the principles of convergence and foreshortening have been applied in the drawing of the table and the dishes.

OR

(e) Make an enlarged pencil drawing (about three inches high) of the pitcher on the table near the front of the picture.



F. C. COTMAN.

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ELEMENTARY SCIENCE

Values

BOTANY

$2 \times 4 =$
8

1. (a) Using drawings to illustrate your answer, describe any *four* of the following plant structures: gamopetalous corolla, net-veined leaf, fibrous root, underground stem, stone fruit, tendril.

4

(b) Name plants you have studied, one in each case, that possess the structural features you have described in 1 (a).

6

(c) State the means whereby leaves secure a favourable exposure to light.

8

2. (a) Describe an experiment you have performed that will demonstrate *one* of the following:—

(i) In the process of germination seeds produce carbon di-oxide.

(ii) Roots absorb moisture.

$3 \times 2 =$
6

(b) Describe the structure of the fruit of *two* of the following: apple, buttercup, bean.

ZOOLOGY

3. (a) Write a description of the fresh water clam under the following headings:—

3

(i) Its mode of locomotion.

3

(ii) Its manner of feeding.

4

(iii) The structure of the shell.

4

(b) Describe the movements that may be observed in the throat and sides of a frog during the process of respiration.

[OVER]

Values

- 5 × 2 = 10 4. (a) Using drawings, describe any *two* of the following and, in each case, state the use of the organ to the animal possessing it:—
- (i) The gill of a fish.
 - (ii) The tongue of a frog or of a toad.
 - (iii) The mouth parts of a butterfly.
- 3 (b) Name three birds that are winter residents in Ontario.
- 4 (c) Describe the winter feeding habits of *two* of these birds.

PHYSICS

- 7 5. (a) The density of lead is 11·2 grams per cubic centimetre. Express in kilograms the weight of a rectangular block of lead whose dimensions are, length 2 decimetres, width 8 centimetres, thickness 5 centimetres.
- 7 (b) Using a drawing to illustrate your answer, describe a method for raising a heavy weight by the use of a wheel and axle.
- 8 6. (a) A specific gravity bottle whose capacity is 25 cubic centimetres weighs 40 grams; when filled with alcohol it weighs 60 grams. Given that one cubic centimetre of water weighs one gram, find the specific gravity of the alcohol.
- 5 (b) What is the force that causes water to rise in a common pump when the piston is ascending?
- 10 7. Describe an experiment, including the observations you have made, to demonstrate *one* of the following:—
- (a) A body floating in a liquid will displace a volume of the liquid whose weight is equal to the weight of the body.
 - (b) Air has weight.

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

BOOK-KEEPING AND WRITING

NOTE 1 :—*Specially prepared paper for the following work may be obtained from the presiding examiner.*

NOTE 2 :—*In valuing the writing from the answers to this paper the examiner will pay special attention to freedom of movement, and to correctness of letter formation, slant, and connections.*

Values	May 2, 1921. W. J. Crossley, Collingwood, Ont., commences business at 17 Peter St. <i>Assets</i> :—Cash in safe, \$185·50; amount on deposit in the Provincial Bank, \$960·75; goods on hand, \$5200·00; note against R. Dempster, dated March 15, 1921, at two months, for \$175·00; W. R. Phillips owes on account, \$67·30. <i>Liabilities</i> :—Note in favour of H. E. Adams & Co., for \$300·00; amount owing to E. K. Simpson & Co., on account, \$560·40.
	May 3. Engaged S. Williams as clerk at \$75·00 per month. Paid rent of store for May, with cheque, \$75·00.
	May 4. Sold P. Lambert, on account, 1 bag gran. sugar, \$20·00; 10 lb. coffee at 48c.; 50 yd. blue denim at 45c.; 1 suit clothes, \$45·00.
	May 7. Bought of S. Morton, for cash, office furniture, \$175·00.
	May 10. Bought of E. K. Simpson & Co., on account, goods as per invoice, \$1650·80.
	May 12. Sold P. Lambert 20 gal. golden syrup at 90c.; 15 lb. black tea at 80c.; 1 pr. men's shoes, \$7·50. Received in part payment 20 doz. eggs at 60c.; 10 lb. dairy butter at 65c.; balance on account.
	May 14. Sent E. K. Simpson & Co., on account, cheque for \$600, and my note at 10 days, payable at the Provincial Bank, \$1511·20. Cash sales for 2 weeks, \$1875·80. Deposited in Bank, \$1750·00.

[OVER]

Values	May 18. R. Dempster paid his note, \$175, with cheque. (Not included in cash sales on May 31.)
	May 21. W. R. Phillips paid on account, cash, \$50·00. (Not included in cash sales on May 31.)
	May 27. Paid my note given on May 14, with cheque, \$1511·20.
	May 30. Sold W. R. Phillips, on account, 100 lb. gran. sugar at 20c.
	May 31. Cash sales for 2 weeks, \$1960·50. Deposited in Bank, \$2000·00. Paid S. Williams' salary with cheque, \$75·00.

Inventory taken May 31, 1921 :

Goods on hand.....\$3263·80

Office Furniture..... 170·00

1. Applying the methods of single entry book-keeping to the foregoing transactions,—

25 + 8
+ 10 =
43 (a) Make the necessary entries in Journal, Cash Book, and Ledger.

(Allow three lines for the heading and four lines for the body of each account in the ledger.)

2 + 2
+ 3 = 7 (b) Make a brief statement at the end of the Journal showing the balances of (i) Goods on hand, (ii) Bills Receivable, (iii) Bills Payable.

3 (c) Balance and close the Cash Book.

10 (d) *Either* keep a Provincial Bank account in the Ledger, *or* make out a Bank Pass Book to show the balance on deposit.

11 + 3
= 14 (e) Make a statement of Assets and Liabilities, and a statement of Net Gain or Net Loss.

5 (f) Close W. J. Crossley's Capital Account.

5 + 5 =
10 2. Make out the following business papers:—

(a) The cheque given on May 14.

(b) The promissory note in the opening entry, received March 15.

8 3. Write the following paragraph in a business hand :

An accommodation note or acceptance is one in which the person signing the note or accepting the draft does so without receiving any value therefor, and merely for the purpose of lending his name to some other person as surety. The accommodation party is liable on the instrument to any holder for value, whether such holder, when he took the note or acceptance, knew such party to be an accommodation party or not.

Département de l'Instruction Publique, Ontario

EXAMENS, JUIN 1921

ADMISSION AUX ÉCOLES MODÈLES.

ÉCOLES ANGLO-FRANÇAISES.

GRAMMAIRE FRANÇAISE.

N.B. — *On déduira un certain nombre de points pour l'omission d'accents ou d'autres signes orthographiques et pour toute faute d'orthographe usuelle ou grammaticale.*

1. L'Iroquois intrépide ne fut point étonné des *armes à feu*, lorsque, pour la *première* fois, *on en usa* contre lui ; il tint au sifflement des *balles* et au *bruit* du canon, comme s'il *les eut entendus* toute sa vie. *Aussitôt qu'il se put procurer un mousquet*, il s'en servit *mieux* qu'un Européen. Il n'abandonna pas pour *cela* le *casse-tête*, le couteau, l'arc et la flèche ; mais il *y ajouta* la carabine, le pistolet, le poignard et la *hache*.

(a) Dites la nature et la fonction des mots en italique dans l'extrait ci-dessus.

(b) Ecrivez séparément les propositions contenues dans les deux premières phrases et indiquez-en la nature.

2. Donnez la liste complète des pronoms possessifs et celle des pronoms démonstratifs avec leurs différentes modifications de forme selon le genre et le nombre.

3. (a) Mettre au pluriel :

- (i) J'ai pris part à un grand régal et j'ai assisté à un bal, pendant le carnaval.
- (ii) Le travail accompli sur ce rail a permis de l'introduire par le soupirail.
- (iii) Où as-tu acheté ce bel œil-de-chat et ce magnifique œil-de-serpent ?
- (iv) Le ciel de ce tableau semble représenter un ciel de France ou un ciel d'Italie.

[TOURNEZ, S. V. P.]

(b) Transcrivez au féminin :

- (i) L'Indien est doux, ingénieux et civil, mais curieux, indiscret et peu progressif.
- (ii) Son esclave favori était maladif, pâle, vieillot, caduc et presque mourant.
- (iii) Le fier jeune homme n'était point sot, il se montra gentil et très discret.
- (iv) Son supérieur lui recommanda d'être un bon imitateur des vertus de son aïeul.

4. (a) Ecrivez les temps primitifs des verbes contenus dans les expressions suivantes : Je croyais ; il croît vite ; le jour naissait ; qu'il meure ; ne médisez pas ; décrivez-le-moi.

(b) Conjuguez les verbes suivants à la 1^{ère} personne du singulier et à la 1^{ère} personne du pluriel du passé défini et du présent du subjonctif : coudre, prévoir, construire, cuire, servir.

5. Dans les phrases suivantes, les mots en italique ont été laissés au masculin singulier ; corrigez-les s'il y a lieu, et donnez, dans chaque cas, la raison de l'orthographe adoptée :

- (a) Il nous offrit des poires *aigre-doux*.
- (b) Les gens *haut-placé* se croient trop souvent *tout-puissant*.
- (c) Cet enfant *nouveau-né* avait les yeux *bleu-foncé*.
- (d) Que de malheurs il est souvent *résulté* d'une simple imprudence.
- (e) Ma mère est *parti* ce matin ; je l'ai *vu* nous quitter avec tristesse.
- (f) Le peu de leçons que j'ai *su* ont *suffi* à me tirer d'affaire.

Département de l'Instruction Publique, Ontario

EXAMENS, JUIN 1921

ADMISSION AUX ÉCOLES MODÈLES.

ÉCOLES ANGLO-FRANÇAISES.

COMPOSITION FRANÇAISE.

- N.B.—(a) *Le candidat ne doit employer dans sa composition aucun nom qui puisse indiquer le lieu de sa demeure ou celui où il subit son examen.*
(b) *On déduira un certain nombre de points pour l'omission d'accents ou d'autres signes orthographiques et pour toute faute d'orthographe.*

1. Corrigez les phrases suivantes en en faisant disparaître les locutions vicieuses :

- (a) L'engin de ce train a fait explosion en face de la factorie.
- (b) Cet enfant à qui vous montrez l'orthographe fait beaucoup de fautes d'attention.
- (c) Espérez deux minutes, il va venir vous demander excuse.
- (d) Il a recouvert la santé et pense pouvoir rencontrer ses affaires.
- (e) Tant qu'à Pierre, il a prévu d'avance qu'il ferait froid et il a pris sa crémone.
- (f) Ce jeune homme a vendu un quart de fleur pour acheter son ticket.
- (g) Le train laissera la gare à trois heures, et si nous sommes près nous le prendrons.

2. Dites ce que signifie les expressions suivantes et employez chacune d'elles dans une phrase d'au moins deux propositions :

- (a) Aller le front levé.
- (b) Vivre de ses bras.
- (c) Passer une nuit blanche.
- (d) Avoir de l'aplomb.

[TOURNEZ, S. V. P.]

3. Ajoutez une deuxième proposition qui soit la conséquence de la première :

- (a) La science est un trésor précieux ; donc.....
- (b) Le respect humain est une lâcheté ;.....
- (c) Le commerce et l'industrie sont la fortune d'un pays ;
- (d) Le temps perdu ne revient jamais ;.....
- (e) Les apparences nous trompent bien souvent ;... ..

4. Ecrivez une composition d'une quarantaine de lignes sur *un* des sujets suivants :

- (a) Quelles sont les principales qualités que vous recherchez chez ceux ou celles dont vous faites vos amis.
- (b) L'histoire d'un grain de blé racontée par lui-même au moment d'être porté au moulin.
- (c) Ne gaspillons pas le pain.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Four-Horse Race (page 82).

The Evening Wind (page 151).

Of Studies (page 164).

The Revenge (page 255).

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

SPELLING

NOTE :—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense ; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR CLEARLY ; the third, for review.

A

The veteran general, Lord Roberts, returned to England in December and the chief command devolved upon Lord Kitchener. The war by this time had entered upon a new phase. The Boers broke up into numerous detached commands and carried on a kind of warfare which demanded on the part of our troops numerous marches, and petty engagements. The vast tracts of country and the extraordinary swiftness of the enemy enabled them to appear and disappear with magical suddenness. In these circumstances the usual methods of battle proved useless. Lord Kitchener, therefore, built along the railway a large number of block-houses guarded by small parties of soldiers, each little fortress being in communication with its neighbour on either side. Armoured trains were available and with their assistance immediate relief could be brought to a besieged block-house, as well as many surprise attacks made. This soon brought the struggle to a close and a peace conference was held on the fourteenth of May.

B

1. The florist issued a magazine illustrating the different species of geraniums he had for sale.

2. The illegal traffic in liquor caused the inspector to increase his vigilance.

3. The technical knowledge of the surgeon was so deficient that he was debarred the privilege of performing delicate operations.

4. The successful farmer must be a scientist, if he expects to market his produce profitably.

5. The poisonous gas produced in the manufacture of lucifer matches is very detrimental to health.

6. Paralysis of the muscles sometimes occurs when a broken arm is improperly set.

Department of Education, Ontario

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ENGLISH GRAMMAR

1. The five ships which had been furnished for Cartier's expedition lay some *time* at St. Malo, *waiting* for munitions. As the King's orders were *urgent* against delay, Cartier resolved *to sail* at once, leaving Roberval to follow as soon as he could after the expected supplies should arrive.

Towards the end of the voyage they became *so* hard pressed for water that they were obliged to give up the supply of cider *carried* on the ships to the goats and cattle.

(a) Write in full all the subordinate clauses in the above extract, and give the kind and the relation of each.

(b) Parse the italicized words.

2. Analyse fully :—

On a lone barren isle, where the wild, roaring billow
Assails the stern rock, and the loud tempests rave,
The hero lies still, while the dew-drooping willow,
Like a fond weeping mourner, leans over the grave.

3. Write the following sentences, selecting from the brackets the proper words ; give reasons for your selections :—

(a) Nobody but the doctor and the nurse (was, were) allowed to see him.

(b) He wishes either Mary or (I, me) to go.

(c) Father gave the watch to Norman (who, whom), he thought, would take care of it.

(d) The sleigh (lay, laid) in the lane all summer.

(e) His voice sounded (harsh, harshly) to me.

(f) The bread has not (raised, risen) very well.

4. Write the following forms of the verb *teach* :—

(a) First singular, present, passive, subjunctive.

(b) First plural, present progressive, passive, indicative.

(c) First singular, past perfect, active, indicative.

(d) Third singular, simple future, active, indicative.

(e) Second plural, past emphatic, indicative.

[OVER]

5. Write each of the following sentences in the passive construction :—

- (a) Mice are eating the grain.
- (b) The storm may catch them.
- (c) The usher gave us seats near the front.
- (d) Your sons have helped him greatly.

6. State the exact grammatical relation of the italicized clause in each of the following sentences :—

- (a) *That the earth is round* is believed by everybody.
- (b) She says *that the earth is round*.
- (c) It can be easily proved *that the earth is round*.

Department of Education, Ontario

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ENGLISH COMPOSITION

NOTE :—*The candidate shall not use in his composition any name which might indicate his examination centre.*

1. Write a composition on *one* of the following subjects :—

- (a) The autobiography of a book.
- (b) My favourite hobby.
- (c) An exciting day.
- (d) Canadian winter sports.
- (e) What I should do with an acre of ground.
- (f) A great Canadian statesman.
- (g) How to become a successful student.

2. Write a short speech on *one* of the following subjects, taking either the affirmative or the negative :—

- (a) Our national Thanksgiving Day should be observed on Armistice Day (November 11th).
- (b) Travel gives a better education than does reading.
- (c) A school garden is better for the pupils of a school than are home gardens.
- (d) Montreal will always be the largest city in Canada.

Department of Education, Ontario

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ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ENGLISH LITERATURE

1. Quote either—

(a) *Home They Brought Her Warrior Dead*;

OR

(b) four stanzas of *The Builders*, beginning "In the elder days of Art".

2. "The stream," he said, "is broad and deep, and stubborn is the foe,—
Yon island-strength is guarded well,— say, brothers, will ye go?
From home and kin for many a year our steps have wander'd wide,
And never may our bones be laid our fathers' graves beside.

5 No children have we to lament, no wives to wail our fall;
The traitor's and the spoiler's hand have reft our hearths of all.
But we have hearts, and we have arms, as strong to will and dare
As when our ancient banners flew within the northern air.
Come, brothers! let me name a spell shall rouse your souls again,
10 And send the old blood bounding free through pulse and heart and
vein.

Call back the days of bygone years,—be young and strong once more;
Think yonder stream, so stark and red, is one we've cross'd before."

(a) From what poem is the selection taken?

(b) Who is the speaker? To whom are these lines addressed? Why were these words spoken?

(c) Tell the rest of the story.

(d) What is the name of the stream mentioned in line 1?

(e) Explain:—

(i) Yon island-strength (line 2);

(ii) From home and kin for many a year our steps have wander'd wide (line 3);

(iii) never may our bones be laid our fathers' graves beside (line 4);

(iv) The traitor's and the spoiler's hand have reft our hearths of all (line 6);

(v) when our ancient banners flew within the northern air (line 8);

(vi) Call back the days of bygone years (line 11).

[OVER]

3. "Royal brother, recollect that the Almighty, who gave the dog to be a companion of our pleasures and our toils, hath invested him with a nature noble and incapable of deceit. He forgets neither friend nor foe,—remembers, and with accuracy, both benefit and injury. He hath a
 5 share of man's intelligence, but no share of man's falsehood. You may bribe a soldier to slay a man with his sword, or a witness to take life by false accusation: but you cannot make a hound tear his benefactor—he is the friend of man, save when man justly incurs his enmity. Dress
 10 yonder Marquis in what peacock robes you will—disguise his appearance—alter his complexion with drugs and washes—hide him amidst a hundred men—I will yet pawn my sceptre that the hound detects him, and expresses his resentment, as you have this day beheld. This is no new incident, although a strange one. Murderers and robbers have been, ere now, convicted and suffered death under such evidence, and
 15 men have said that the finger of God was in it. In thine own land, royal brother, and upon such an occasion, the matter was tried by a solemn duel betwixt the man and the dog, as appellant and defendant in a challenge of murder. The dog was victorious, the man was punished, and the crime was confessed. Credit me, royal brother, that hidden
 20 crimes have often been brought to light by the testimony even of inanimate substances, not to mention animals far inferior in instinctive sagacity to the dog, who is the friend and companion of our race."

(a) Express the thought of this paragraph in a short sentence or phrase.

(b) Who is the speaker? State the conditions which led him to make this speech. To whom was the speech addressed? Who was the Marquis?

(c) Explain :—

- (i) companion of our pleasures (line 2);
- (ii) invested him with a nature noble and incapable of deceit (lines 2, 3);
- (iii) remembers both benefit and injury (line 4);
- (iv) no share of man's falsehood (line 5);
- (v) you cannot make a hound tear his benefactor (line 7);
- (vi) justly incurs his enmity (line 8);
- (vii) alter his complexion (line 10);
- (viii) I will yet pawn my sceptre (line 11);
- (ix) expresses his resentment (line 12);
- (x) appellant and defendant (line 17);
- (xi) inanimate substances (lines 20, 21);
- (xii) instinctive sagacity (lines 21, 22).

4. In the case of any *three* of the following extracts, (i) specify the poem from which each is taken, and (ii) give the meaning of each :—

- (a) 'Twas *not* the soft magic of streamlet or hill,
Oh ! no—it was something more exquisite still.
- (b) “To every man upon this earth, death cometh soon or late,
And how can man die better than facing fearful odds,
For the ashes of his fathers, and the temple of his gods ?”
- (c) Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago.
- (d) And so in mountain solitudes—o’ertaken
As by some spell divine—
Their cares dropped from them like the needles shaken
From out the gusty pine.

5. The Frost looked forth, one still clear night,
And whispered : “Now I shall be out of sight ;
So through the valley and over the height,
In silence I’ll take my way :
- 6 I will not go on like that blustering train,
The wind and the snow, the hail and the rain,
Who make so much bustle and noise in vain,
But I’ll be as busy as they.”
- Then he flew to the mountain and powdered its crest ;
- 10 He lit on the trees, and their boughs he dressed
In diamond beads—and over the breast
Of the quivering lake he spread
A coat of mail, that it need not fear
The downward point of many a spear
- 15 That he hung on its margin, far and near,
Where a rock could rear its head.
- He went to the windows of those who slept,
And over each pane like a fairy crept ;
Wherever he breathed, wherever he stept,
- 20 By the light of the moon were seen
Most beautiful things :—there were flowers and trees ;
There were bevvies of birds and swarms of bees :
There were cities with temples and towers ; and these
All pictured in silver sheen.
- 25 But he did one thing that was hardly fair ;
He peeped in the cupboard, and finding there
That all had forgotten for him to prepare—
“Now just to set them a-thinking,
I’ll bite this basket of fruit,” said he,
- 30 “This costly pitcher I’ll burst in three,
And the glass of water they’ve left for me
Shall “Tchick !” to tell them I’m drinking.”

(a) Give in a phrase or short sentence the subject of each stanza.

[OVER]

(b) In what way does the thought of the last stanza differ from that of the other three?

(c) Explain:—

- (i) that blustering train (line 5);
- (ii) Who make so much bustle and noise in vain (line 7);
- (iii) powdered its crest (line 9);
- (iv) their boughs he dressed
In diamond beads (lines 10, 11);
- (v) over the breast
Of the quivering lake he spread
A coat of mail (lines 11-13);
- (vi) The downward point of many a spear (line 14);
- (vii) over each pane like a fairy crept (line 18);
- (viii) There were bevies of birds (lines 22);
- (ix) and these
All pictured in silver sheen (lines 23, 24);
- (x) I'll bite this basket of fruit (line 29).

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

CANADIAN HISTORY

1. Write accounts of any *three* of the following:—
 - (a) Frontenac.
 - (b) Laval.
 - (c) Talon.
 - (d) La Salle.
2. Give accounts of any *three* of the following:—
 - (a) The Seignorial System in Canada.
 - (b) The United Empire Loyalists.
 - (c) The Family Compact.
 - (d) The Clergy Reserves.
3. (a) What were the causes of the War of 1812?
(b) Give an account of the part taken in this war by Sir Isaac Brock.
4. Write accounts of any *three* of the following:—
 - (a) The Reciprocity Treaty of 1854.
 - (b) The Fenian Raids.
 - (c) The North West Rebellion of 1885.
 - (d) The Alaska Boundary Dispute.
5. (a) State how (i) the House of Commons, (ii) the Cabinet, (iii) the Senate, and (iv) the Governor-General are selected.
(b) How is a County Council selected? What are its duties? How is its presiding officer selected?

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

GEOGRAPHY

NOTE :— The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map of Ontario. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Ontario,—

(a) Mark the location of one of the chief centres for each of the following activities :—

(i) The manufacture of: beet sugar, wood-pulp, salt, cement.

(ii) The growing of: vegetables (for canning), tobacco, fruit.

(iii) The mining of: silver, nickel, iron.

(b) Mark in and name a town or city at or near the location of each of the activities named above.

2. (a) Name the *three* drainage basins of the Province of Ontario. Name *one* river in each basin.

(b) What have been the effects of the clearing of the forests and the cultivation of the soil of Eastern Canada upon (i) its climate and (ii) the flow of its rivers?

3. (a) Why is the rainfall on the west coast of England greater than on the east coast?

(b) Specify *four* of the principal industries of the British Isles. What natural conditions are favourable to the carrying on of these industries?

4. Name *four* British Asiatic possessions. Give their location. State for what each is commercially important.

5. (a) What are *four* of the chief industries of Norway and Sweden?

(b) Show that these are largely determined by (i) the mountainous nature of the country, (ii) the coast-line with its many harbours, and (iii) the water-power facilities.

[OVER]

6. (a) Why is the climate dry in the interior of the Chinese Empire?

(b) Describe China under the following heads: (i) Products of the soil, (ii) People.

7. (a) Name *five* important commercial cities of Continental Europe (no two in any one country) and state the country in which each is situated.

(b) Show how the location of each of these cities has contributed to its commercial importance.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ARITHMETIC

NOTE:—*In the case of each of questions 7, 8, and 9, no marks will be given by the examiner unless the answer is correct.*

1. Mr. Jones built a house costing him \$6000. He had it insured for $\frac{4}{5}$ of what it cost, at $1\frac{1}{2}\%$. He paid the taxes, 32 mills on the dollar on an assessment of \$3500. He received one year's rent at \$25 a month, when the house was totally destroyed by fire. Find his loss.

2. A dealer buys cream separators listed at \$34 with a discount of 25% for cash. He sells them at \$36 with a discount of 10% for cash. If he buys and sells for cash, find his gain on each separator, and also his gain per cent.

3. A rectangular box is 12 in. wide and 18 in. long. How deep must it be to contain one bushel? (1 cu. ft. contains $6\frac{1}{4}$ gals.)

4. (a) If Victory Loan $5\frac{1}{2}\%$ bonds are purchased at $93\frac{1}{2}$, what rate of interest does the buyer make on his investment?

(b) What must be the price of an 8% stock so that the investor may realize 6% interest on his investment?

5. \$700.00.

Toronto, July 2nd, 1921.

Seventy days after date I promise to pay J. Wilson or order the sum of Seven Hundred dollars with interest at the rate of 5 per cent. per annum, for value received.

Allan Short.

The bank discounted this note for Wilson on the day it was drawn at 10% per annum. How much money did Wilson receive?

[OVER]

6. Smith, Jones, and Robertson form a company, investing \$6,000, \$8,000, and \$10,000, respectively. Smith acts as manager for which he receives $33\frac{1}{3}\%$ of the gross profits of the year. The balance of the profits is divided according to the capital invested. At the end of the year the gross profits were \$7236. How much should each partner receive?

7. *No marks will be given unless the answer is correct.* Find the value of a solid pile of brick 15 ft. 5 in. long, 12 ft. 4 in. wide, and 5 ft. 8 in. high, if each brick measures $8\frac{1}{2}$ in. by 4 in. by $2\frac{1}{2}$ in., at \$12.50 a thousand brick.

8. *No marks will be given unless the answer is correct.* Simplify $\frac{3\frac{2}{3} \times \frac{5}{11} + \frac{1}{8} \text{ of } 3\frac{1}{5} - 1\frac{1}{4}}{1\frac{2}{3} + 2\frac{1}{2} \div 6\frac{1}{4} - \frac{5}{4}}$.

9. *No marks will be given unless the answer is correct.* Find the total cost of:—

1830 lb. of wheat	@	\$1.86 a bushel
2464 lb. of barley	@	1.47 “
6783 lb. of oats	@	.76 “

$$\left. \begin{array}{l} 1 \text{ bu. wheat} = 60 \text{ lb.} \\ 1 \text{ bu. barley} = 48 \text{ lb.} \\ 1 \text{ bu. oats} = 34 \text{ lb.} \end{array} \right\}$$

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

A R T

NOTE 1:—A separate sheet of drawing paper shall be used in answering each of the four questions.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 3.

1. With your *lead pencil* make an *outline* drawing of each of the following on the same sheet of paper:—

- (a) A barrel, as though it were standing on the floor opposite you. Make the drawing about four inches high.
- (b) A checker board, as though it were lying directly in front of you on a table, with the nearest horizontal edge of the checker-board at right angles to your line of sight. (A checker-board is square and is spaced into 64 equal squares.) Make the drawing about one-half inch thick and about four inches wide. Darken the alternate squares.

2. Paint in *water-colours* any *one* of the following:—

- (a) A pumpkin showing stem and ridges. Make the painting about five inches high.
- (b) A plate of plums (not more than six). Make the painting about six inches wide.
- (c) An apple tree in blossom in spring. Make the painting about seven inches high.

[OVER]

3. The candidate will take *one* of the following:—

(a) Draw a pleasing group of six toy balloons, one inch in diameter, attached to strings. Paint each a different spectrum colour.

(b) Draw, and tint, a streamer, or banner, about three inches by eight inches. Upon it paint in neat, black, well-spaced capital letters the words—

HARVEST HOME SUPPER.

(c) Design a church window seven inches high. Show a pleasing arrangement of panes with stained glass at the sides and top of the window.

4. Answer, in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:

(a) (i) Give good reasons for choosing “Spring” as a name for this picture.

(ii) What other name would you suggest as suitable? State your reasons for this choice.

(b) (i) State two means employed to give depth to the picture.

(ii) State, with reasons for your answer, the position of the horizon which is obscured by the distant haze.

(c) Assign a probable reason for the attitude (i) of the mare, (ii) of the colt.

(d) Show where the principle of foreshortening is illustrated in the drawing of the colt.

OR

(d) Make an enlarged pencil drawing of the colt as it appears in the picture.



SPRING.

BY EDWIN DOUGLAS.

Department of Education, Ontario

August Examinations, 1921

ENTRANCE INTO THE ENGLISH-FRENCH MODEL SCHOOLS

ELEMENTARY SCIENCE

BOTANY

1. (a) Using drawings to illustrate your answer, describe any plant you have studied, under the following headings:—

- (i) The form and functions of the root.
- (ii) The veining and margin of the leaf.
- (iii) The form and functions of the corolla.

(b) What are the chief characteristics of the stem of a monocotyledon?

2. (a) State the uses to plants of any *three* of the following structural features: tendrils, alternate arrangement of leaves, leaf veins, winter buds.

(b) Describe the structure of each of the following fruits and name *two* examples of each: pome, drupe (stone fruit), legume.

ZOOLOGY

3. (a) Using drawings, describe any *three* of the following:—

- (i) The wings of a grasshopper.
- (ii) The shell of a clam.
- (iii) The hind leg of a frog.
- (iv) The foot of a woodpecker or of a hawk.

(b) Show the adaptation of structure to function in the case of any *two* of the organs named in 3 (a).

4. (a) Write an account of any observations you have made in studying the life-history of the house fly and the mosquito.

(b) Show how a knowledge of the life-history and habits of these insects has enabled man to devise means for exterminating them.

(c) Describe the feeding habits of any *two* of the following: spider, crayfish, earthworm.

[OVER].

PHYSICS

5. A rectangular table, length 1 metre, width 8 decimetres, is covered with sand to a depth of 5 centimetres.

(a) Express the area of the table in (i) square decimetres, (ii) square metres.

(b) Express the volume of the sand in (i) cubic centimetres, (ii) litres.

(c) Express the weight of the sand in kilograms, given that one cubic centimetre of sand weighs 2.5 grams.

6. (a) Using a drawing, describe the construction of *either* (i) a windlass (wheel and axle), *or* (ii) a mercury barometer.

(b) Explain the principle of the action of the instrument you have described.

7. Using drawings to represent the apparatus employed, describe an experiment to demonstrate *one* of the following :—

(a) The pressure on the bottom of a vessel containing a liquid is entirely independent of the shape of the vessel.

(b) A body immersed in a liquid loses in apparent weight an amount equal to the weight of the displaced liquid.

Département de l'Instruction Publique, Ontario

Examens, Août 1921

ADMISSION AUX ÉCOLES MODÈLES.

ÉCOLES ANGLO-FRANÇAISES.

GRAMMAIRE FRANÇAISE.

N.B. — *On déduira un certain nombre de points pour l'omission d'accents ou d'autres signes orthographiques et pour toute faute d'orthographe usuelle ou grammaticale.*

1. La patrie est la *terre où* nous sommes *nés* et où nous avons *respiré* les premiers *souffles* de la vie. L'amour de la patrie est *le plus grand* après l'amour de *Dieu*, *parce qu'il* est l'*origine* de la fraternité humaine. Pour être un bon citoyen, *il* faut être dans la disposition de *sacrifier* ses *biens*, sa vie *même* au profit de la patrie, *si* elle en avait besoin, pour être préservée de la ruine, de la servitude et de l'invasion étrangère.

(a) Analysez grammaticalement les mots en italique du texte ci-dessus.

(b) Relevez les verbes contenus dans l'extrait ci-dessus, dites-en l'espèce particulière, le mode et le temps auquel chacun est employé.

2. (a) Faites la liste des articles et celle des adjectifs indéfinis.

(b) Enumérez les différents modes et les temps de chaque mode d'un verbe régulier.

3. (a) Mettre au féminin :—

(i) Notre hôte, beau parleur, avait été, tour à tour, instituteur, acteur et auteur.

(ii) Son serviteur, un nègre vigoureux, voyant son maître mort, se fit son vengeur et se jeta comme un tigre sur l'assassin.

(iii) Le gouverneur de ce jeune homme était un héros que le roi lui-même avait décoré.

(iv) L'enchanteur lui donna un cheval noir, un lévrier blanc et un perroquet savant.

[TOURNEZ, S. V. P.]

(b) Dans les phrases suivantes, faites accorder, s'il y a lieu, les mots en italique et citez la règle appliquée dans chaque cas :

- (i) *Certain* gens ont la barbe et les cheveux *roux*.
- (ii) Un mot, un signe *est* parfois *suffisant* pour rendre la pensée.
- (iii) Les aïeuls disent toujours : ma *feu* mère, *feu* ma sœur, *feu* mes oncles.
- (iv) Aller *nu-jambes* et les bras *nu* ne convient pas.
- (v) Les éclats *retentissant* du tonnerre se *répercutant* sous les voûtes étaient *terrifiant*.

4. Transcrivez les phrases suivantes en employant, au temps exigé par le sens, le verbe mis entre parenthèses :

- (a) S'il vient, nous le (voir) et lui (parler).
- (b) Si vous vouliez, vous (concourir) et je sens que vous (réussir).
- (c) L'Allemagne (vaincre) si la Belgique n'avait pas été aussi héroïque.
- (d) Il voulait que le meunier (moudre) son blé immédiatement.
- (e) Les circonstances exigeaient que vous vous (confier) à sa loyauté.

5. (a) Mettre au pluriel :

- (i) Le libertin se croit affranchi de toute loi, et tout lui semble permis.
- (ii) L'insecte est un tout complet qui révèle la puissance du Créateur.
- (iii) Respecte le vieillard et écoute-le : c'est lui qui peut parler avec l'autorité de l'expérience.
- (iv) Le magistrat et le guerrier servent également la patrie : celui-ci par son courage, celui-là par sa sagesse.
- (v) L'attrait du plaisir ou l'égarement de l'orgueil perd beaucoup d'âmes.

(b) Donnez successivement à chacune des propositions suivantes la forme interrogative et la forme exclamative :

- (i) Le temps est rapide.
- (ii) Le plaisir est passager.
- (iii) Sa duplicité vous révolte.
- (iv) Les apparences étaient trompeuses.
- (v) Il voudrait réussir.

Département de l'Instruction Publique, Ontario

Examens, Août 1921

ADMISSION AUX ÉCOLES MODÈLES.

ÉCOLES ANGLO-FRANÇAISES.

COMPOSITION FRANÇAISE.

N.B.—(a) *Le candidat ne doit employer dans sa composition aucun nom qui puisse indiquer le lieu de sa demeure ou celui où il subit son examen.*
(b) *On déduira un certain nombre de points pour l'omission d'accents ou d'autres signes orthographiques et pour toute faute d'orthographe.*

1. Transcrivez les phrases suivantes en y opérant les corrections nécessaires :

- (a) C'était la première fois que je voyais notre foreman en gants de kid.
- (b) Je vous observerai que ce n'est pas de cela dont il s'agit, et que cette personne jouit d'une mauvaise santé.
- (c) Une gang de jeunes gens pensionnent dans cette maison et ils se disputent souvent.
- (d) Les enfants ne décessaient pas de monter en haut et de descendre en bas.
- (e) Ce n'est rien que pour faire pareil comme vous qu'il vide de l'eau dans son thé et beurre ses toasts.
- (f) J'ai payé mon grocer qui m'a accordé un discompte et fait présent d'un beau dinde.
- (g) Elle a vider de l'eau dans un tumbleur et y a mis des peppermints.

2. Expliquez chacune des expressions ci-dessous et employez chacune d'elles dans une phrase de deux propositions au moins :

- (a) Avoir du toupet.
- (b) Toucher à sa fin.
- (c) Donner du fil à retordre.
- (d) Être un marin d'eau douce.
- (e) Avoir la tête près du bonnet.

[TOURNEZ, S. V. P.]

3. En réponse aux questions suivantes, écrivez, pour chacune, un paragraphe de quatre lignes au moins :

- (a) Pourquoi le paresseux n'est-il pas heureux ?
- (b) Comment le travail et la sobriété contribuent-ils à entretenir la santé ?
- (c) Quelles causes peuvent pousser les jeunes gens des campagnes à chercher à s'établir dans les villes ?

4. Ecrivez une composition d'une quarantaine de lignes sur *un* des sujets ci-dessous :

- (a) Un de vos amis, fils d'un cultivateur, à qui l'on offre une place dans une manufacture, vous demande conseil ; écrivez-lui pour l'engager à rester laboureur.
- (b) Il est odieux d'être ingrat envers ses parents.
- (c) L'aumône doit-être faite avec sagesse et ne doit pas encourager la paresse.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

READING

In the examination in Reading, the examiners shall use one or more of the following passages, paying special attention to pronunciation, emphasis, inflection, and pause. They shall also satisfy themselves that the candidate reads both intelligently and intelligibly. Twenty lines, at least, shall be read by each candidate.

They shall also examine the candidate on the Principles of Reading, basing their questions on the passages read.

(Values: Reading, 35 ; Principles, 15)

SELECTIONS

ONTARIO HIGH SCHOOL READER
(New Edition)

The Glove and the Lions (page 87).

The Return of the Swallows (page 159).

The Key to Human Happiness (page 219).

On the Death of Gladstone (page 270).

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

SPELLING

NOTE:—The Presiding Officer shall read section A and each sentence in section B at least three times—the first time, to enable the candidate to grasp the sense; the second, slowly, to enable the candidate to write, REPEATING WORDS, IF NECESSARY, IN ORDER THAT EVERY CANDIDATE MAY HEAR DISTINCTLY; the third, for review.

A

There was also disaffection at least, if not treachery, among the defenders. Some called out to surrender, and others, deserting their posts, tried to escape from the castle. Many threw themselves from the walls into the water, and such as escaped drowning flung aside their distinguishing badges, and saved themselves by mingling among the motley crowd of assailants. Some few, indeed, from attachment to the bishop's person, drew around him, and continued to defend the stronghold to which he had fled. Others, doubtful of receiving quarter, or from an impulse of desperate courage, held out on other detached bulwarks and towers of the extensive building. But the assailants had got possession of the courts and lower parts of the edifice, and were busy pursuing the vanquished and searching for spoil. One individual, as if he sought for that death from which all others were flying, endeavoured to force his way into the scene of tumult and horror. Whoever had seen him that fatal night, not knowing the meaning of his conduct, would have accounted him a raging madman; whoever had appreciated his motives, would have ranked him nothing beneath a hero of romance.

B

1. Similar causes can never produce dissimilar effects.
2. It would be the height of folly to forfeit the respect of one's neighbours by committing so flagrant a breach of etiquette.
3. Is it not a sheer waste of nervous energy to lose your temper over so trivial an occurrence?
4. The achievements of Britain's seamen during the Great War have no parallel in the history of naval warfare.
5. The poor sufferer managed to conquer his pain by practising patient endurance under the acute attacks of inflammatory rheumatism.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH GRAMMAR

1. At that last titanic effort of his he had rushed downward with such terrific force *that, striking* his head *on* the bottom, he had broken his neck. I felt *grieved* that we had lost the chance of *securing* him; but *it* was perfectly certain that, before we could get help *to raise* him, all *that* would be left on his skeleton would be quite *valueless* to us. So with such patience *as* we could command, we waited near the entrance until the receding tide made it *possible* for us to emerge once more.

(a) Write out each subordinate clause in the above extract and state its grammatical value and relation.

(b) Parse the italicized words.

2. (a) Give the comparative of *ill*, *boldly*, *lively*, *little*; and the superlative of *inner*, *much*, *fast*.

(b) Give the principal parts of *swim*, *slay*, *lie* (to recline), *cling*, *set*, *lead*.

(c) Give the plural number forms of *formula*, *cliff*, *donkey*, *handful*, *brother-in-law*.

(d) Give the possessive singular of *empress*, *it*, *fox*.

3. Parse each italicized word in the following:—

(a) They elected him *president*.

(b) George was considered a stubborn *king*.

(c) He remained in Europe many *years*, all his *interests* being there.

(d) These men, *visitors* from France, were given a hearty *welcome*.

4. Write the following sentences, selecting from the brackets the proper words and giving reasons for your selections:—

(a) I (shall, will) be happy to see you.

(b) She asked her mother if she (could, might) go to play.

(c) On account of his quick temper he has (less, fewer) friends each year.

(d) He gave it to me who (am, art, is) your friend.

(e) I have no doubt it was (they, them) that did it.

[OVER]

5. (a) Explain the difference in meaning expressed by the following italicized verb forms:—

- (i) I *was speaking* to him.
- (ii) I *spoke* to him.
- (iii) I *did speak* to him.

(b) State the mood and tense of each italicized verb in the following sentences:—

- (i) *Let* him that *standeth* take heed lest he *fall*.
- (ii) I told him I *would go*.
- (iii) *Were* he here, I *would tell* him.

6. (a) Name the peoples that ruled in England within historical times.

(b) In what way or ways did each influence the English language?

(c) How does war with other nations affect our language?

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

BRITISH AND CANADIAN HISTORY

1. Give an account of any *three* of the following:—

- (a) The work of Jacques Cartier.
- (b) The circumstances leading to the passing of the Quebec Act, 1774, and the main provisions of the Act.
- (c) The circumstances and events leading to the union of Upper and Lower Canada, 1841.
- (d) The administration of Sir John Macdonald.

2. Selecting any *three* of the following names, state why each is noteworthy in Canadian history: John Graves Simcoe, Laura Secord, Lord Elgin, Lord Selkirk, Sir George W. Ross.

3. (a) Tell how the Ontario Legislative Assembly is constituted.
(b) Specify (i) three matters over which the Assembly has control, (ii) four sources from which the revenue for carrying on its work is derived.

4. Give an account of any *three* of the following:—

- (a) The Romans in Britain.
- (b) The rule of King John and its effects on British liberty.
- (c) The achievements of English seamen in the reign of Elizabeth.
- (d) Material and social progress in the reign of Victoria.

5. Selecting any *three* of the following names, state why each is noteworthy in British history: Alfred the Great, the Duke of Wellington, John Wilkes, Lord Clive, Lloyd George.

6. Without entering into details of battles, give a general account of the work of the British navy in the Great War.

OR

Tell what you know of the part played by (a) Lord Kitchener and (b) General Botha in the history of the British Empire.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GEOGRAPHY

NOTE :—The Presiding Officer, at the beginning of the examination period, will give to each candidate *one* copy of the accompanying outline map. If a candidate spoils his copy another copy may be given to him in its place.

1. On the accompanying map of Europe,—

(a) Write the names of the following products so as to show approximately a locality where each is produced in large quantities: fish, raw silk, currants, wine, lumber, olives, beet sugar, cork, iron, dairy products.

(b) Locate the following :—

Islands: Crete, Sardinia,

Rivers: Rhone, Volga, Rhine.

(c) Mark in and name the following cities: Hamburg, Belfast, Belgrade, Warsaw.

2. Describe *either* Nova Scotia *or* Quebec under the following heads: (a) surface features, (b) climate, (c) industries.

3. (a) Sketch a map of the Great Lakes and mark in and name :—

- (i) the great Lakes and their connecting waters;
- (ii) the Welland and Sault Ste. Marie canals;
- (iii) the following cities: Duluth, Chicago, Port Arthur, Milwaukee, Erie, Sarnia, Detroit, Owen Sound, Buffalo, Kingston, Hamilton, Cleveland.

(b) Specify the State in which each of the cities of the United States named in (a) (iii) above is situated.

4. Name (a) three of the principal products and (b) one important seaport of each of the following: Argentine Republic, Union of South Africa, India.

[OVER]

5. (a) Name one country in the Northern Hemisphere and one in the Southern Hemisphere over which the trade winds blow. State, in each case, the direction *from which* they blow.

(b) Describe the general effect of these winds upon (i) the temperature and (ii) the rainfall in each of these two countries.

6. (a) Account for the formation of each of the following: fog, clouds, rain, snow.

(b) Why is there little or no dew on cloudy nights?

7. (a) Distinguish between igneous and sedimentary rocks. Give one example of each. What are metamorphic rocks? Give one example. Why are fossils found only in sedimentary rocks?

(b) What are the chief agencies at work in changing rock to soil material?

8. (a) State clearly the causes of (i) waves, (ii) tides, (iii) ocean currents.

(b) How would you account for the height of the tides of the Bay of Fundy?

9. (a) Why are day and night at the equator always equal, each twelve hours in length?

(b) Explain why, in Ontario, the days are longer and the nights shorter in June than they are in December.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ARITHMETIC AND MENSURATION

1. Kenora is 1289·4 miles and Winnipeg 1416·9 miles west of Montreal. An express leaves Kenora at 35 minutes after five and reaches Winnipeg the same morning at 50 minutes after nine. Find :—

- (a) Its average rate in miles per hour.
- (b) The time to the nearest minute it would take, travelling at this average rate, to go from Montreal to Winnipeg.

2. On June 10th, A bought a building lot for \$2920 and sold it at once for \$3650, receiving in payment one-half in cash and a six-month note for the remainder. He discounts the note immediately at a bank at 7 per cent. per annum. Find his gain in cash.

3. A Toronto merchant imported 1600 yards of dress goods invoiced at \$3·50 per yard, on which he paid an ad valorem duty of $12\frac{1}{2}$ per cent. He afterwards found that 10 per cent. of the goods had been damaged so that he had to sell them at 40 per cent. of their invoice price. At what price per yard must he sell the remainder to make a clear gain of \$1844 on the whole transaction ?

4. A man bought, through his broker who charged $\frac{1}{8}$ per cent. brokerage, 120 shares of stock quoted at $149\frac{7}{8}$ per \$100 share and yielding annual dividends of 12 per cent.

- (a) Find how much the stock cost him.
- (b) Find the annual dividend.
- (c) Find how much the broker received on the transaction.
- (d) What rate of interest does the investor make on his investment ?

[OVER]

5. A miller mixes 200 bushels of wheat costing \$2.25 per bushel of 60 lb., with 300 bushels of corn costing \$1.50 per bushel of 56 pounds, 400 bushels of oats costing 80 cents per bushel of 34 pounds, and 100 bushels of buckwheat costing \$1.75 per bushel of 48 pounds. He grinds the mixture at a cost of \$80. At what price per cwt. must he sell the ground grain to make a clear profit of 20 per cent. on his outlay?

6. A silo is cylindrical in shape with a conical roof. Its total height is $29\frac{1}{3}$ ft., and the height of the cylindrical part is 20 ft. The outer diameter of the silo is 14 ft. Find its entire outside surface in square feet.

7. A rectangular box which is 3 metres long and 25 decimetres wide (inside dimensions) contains water to a depth of 8.5 centimetres. Find :—

- (a) The surface of the water in square metres.
- (b) The number of litres of water in the box.
- (c) The weight of water in kilograms, if 1 cubic centimetre of water weighs 1 gram.

8. A hollow spherical shell of iron is $1\frac{3}{4}$ inches thick and has an external diameter of 21 inches. Find the number of cubic inches of iron in the shell.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ART

NOTE 1:—A separate sheet of drawing paper shall be used for each answer.

NOTE 2:—The size and the placing of the drawings will be considered in the valuation of the answer papers.

NOTE 3:—The use of the ruler and of other mechanical instruments is permitted only in answering question 2.

(Three questions constitute a full paper. Questions 1 and 2 are obligatory; a choice is allowed between 3 and 4.)

1. Make a pencil drawing, in *outline*, about nine inches in width, of the group of objects submitted. The drawing must show (a) a well-chosen position on the sheet, (b) careful proportions, and (c) correct perspective.

2. Design, and express in water-colours in pleasing harmony, any *one* of the following:—

- (a) A menu cover, six inches by nine inches, lettered THANKSGIVING DINNER, and suitably decorated with a drawing of a roast turkey on a platter (or of a table basket of fruit).
- (b) A dining-table centre-piece, oval in form and nine inches long, suitably decorated with a wreath design suggested by the foliage and flower (or fruit) of some Canadian tree, shrub, or plant. (The candidate need finish only sufficient to show the colour scheme.)
- (c) A tea-pot tile seven inches square, decorated with a border and an all-over pattern.

[OVER]

3. Make a water-colour drawing, about seven inches at its greatest dimension, of any *one* of the following:—

- (a) An apple tree in flower (or in fruit).
- (b) A robin (or any other Canadian bird).
- (c) The head of a horse, or of a dog.

4. Answer in pencil, on one side only of the drawing paper, the following questions about the picture on the opposite page:

(a) Illustrate from this picture the difference between “sky-line” and “eye-level”, and between “background” and “foreground”.

(b) Enumerate the means adopted by the artist to give prominence to the lady in the picture.

(c) Point out in the picture the artistic indications of,—

- (i) action ;
- (ii) strength ;
- (iii) speed ;
- (iv) perspective depth ;
- (v) kind of day.

(d) Give the picture an appropriate name.



PAINTED BY CHARLES W. FURSE.
In the Tate Gallery, London.



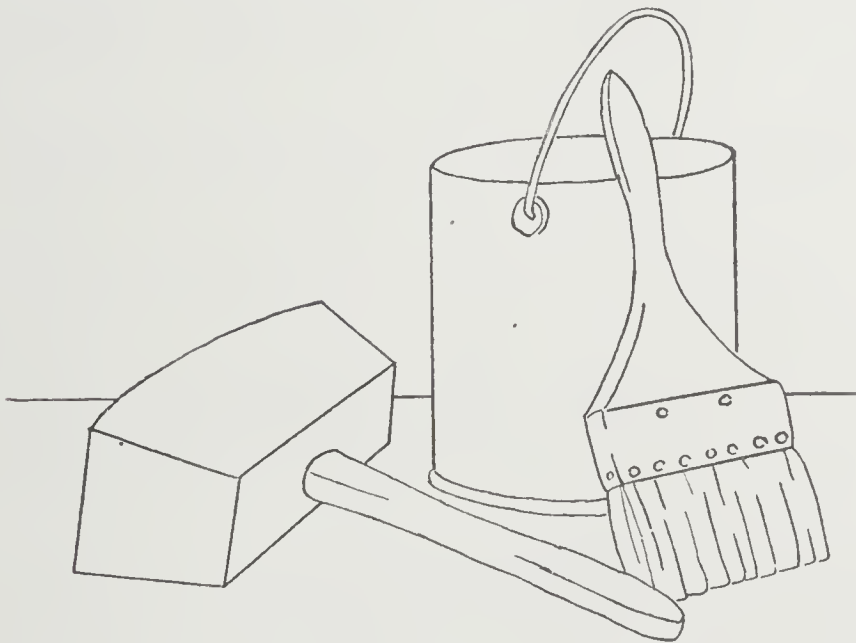
ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

RE ART FOR THE LOWER SCHOOL, MODEL ENTRANCE, SENIOR
HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC SCHOOL
GRADUATION EXAMINATIONS, JUNE, 1921.

1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.
2. Each candidate shall be allowed four sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.
3. Each group of objects supplied shall be placed on supports on a level with the top of the desks or tables at which the candidates are drawing. One group of objects to every six or eight candidates should be sufficient.
4. For question 1, each group shall consist of —
 - (a) A carpenter's mallet.
 - (b) A paint pot.
 - (c) A paint brush.

The group shall be arranged as in the following diagram.



5. If a mallet or paint pot should prove difficult to secure, a clawed hammer may be substituted for the mallet, and a half gallon or gallon honey pail, or preserve pail, or shortening pail, may be substituted for the paint pot.

This sheet must not be shown to the candidates.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ELEMENTARY SCIENCE

BOTANY AND ZOOLOGY

1. Give a description of (a) a polypore, and (b) any parasitic fungus you have studied.
2. Write an account of any *two* of the following :—
 - (a) The storage of reserve food in plants.
 - (b) The structure of any winter bud you have examined.
 - (c) Adaptations for the dispersal of seeds.
 - (d) The functions of leaves.
3. Using drawings to illustrate your answer, describe *either*,—
 - (a) Any common fern, under the headings : (i) the underground organs, (ii) the unfolding of the frond, (iii) the position and nature of the fruit dots (sori) ;

OR

 - (b) The structure of the flower of *one* of the following :—
buttercup, petunia, common mustard, trillium, apple.
4. Write a description of the turtle, under the following headings :—
 - (a) The external covering of the body.
 - (b) Mode of locomotion.
 - (c) Life history.
5. (a) Discuss the economic value of any *two* of the following :
frog, woodpecker, earthworm, lady-bird beetle.
 - (b) Describe the fins of any fish you have studied, under the headings : (i) structure, (ii) number, (iii) position.
 - (c) Describe the skeleton of the front leg of the cat *or* the dog *or* the rabbit.

[OVER]

CHEMISTRY AND PHYSICS

6. (a) Describe an experiment to prove that carbon is one of the constituents of wood.

(b) A covered glass jar is known to contain either air or carbon dioxide. State how you would proceed to determine which gas is present.

7. Describe experiments to demonstrate any *two* of the following:—

(a) Sound is not transmitted in a vacuum.

(b) Air expands in heating and contracts in cooling.

(c) Light travels in straight lines.

(d) A piece of soft iron may be made a temporary magnet.

8. (a) Represent by a drawing *one* of the following: (i) a common pump, (ii) an hydrometer.

(b) Explain the principle of the action of the instrument you have drawn.

9. Using a drawing to illustrate your answer, describe the construction of a simple voltaic cell. Indicate on your drawing (a) the negative pole, (b) the direction of the current in the external conductor.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

BOOKKEEPING AND WRITING

NOTE :— Special examination books, with journal and ledger ruling, will be supplied by the Presiding Officer at the beginning of the examination period.

May 2, 1921. S. P. Rankin, Niagara Falls, Ont., continues the general store business at 37 Main St.

Assets :—Cash in safe, \$130·25 ; amount on deposit in the Acme Savings Bank, \$1670·85 ; goods on hand, \$3765·60 ; L. Sparrow owes on account, \$64·70 ; K. Maxsom owes \$200·00 on his note at 3 months, dated Feb. 10, 1921.

Liabilities :—Balance due Parker & Co. on account, \$428·75 ; balance due Hurst & Sons on my note at 60 days, dated March 21, 1921, and payable at the Empire Bank, \$375·50.

May 2. Bought merchandise from Parker & Co., \$3530·90 ; gave in part payment, cheque, \$800·00 ; balance on account.

May 3. Prepaid rent of store for three months with cheque, \$180·00.

May 7. Sold M. Kilmer, on his note, merchandise, \$150·50.

May 13. K. Maxsom paid his note of Feb. 10 with cheque, \$200·00. Paid for wrapping-paper and twine, \$30 cash.

May 14. Sold L. Sparrow merchandise, \$500·60 ; received from him cash sufficient to pay this amount and also the balance of his account.

May 15. Cash sales for two weeks, \$1370·60. Deposited in the Acme Savings Bank, \$2200·00.

May 18. Accepted Parker & Co.'s draft drawn on me at 20 days, on account, for \$600·00.

May 23. Paid my note of March 21, with cheque, \$375·50.

May 27. Sold L. Sparrow merchandise, \$350·40. Drew a draft on him at 10 days for \$300·00 in part payment ; balance on account.

[OVER]

May 28. Paid Parker & Co., on account, \$2400, with cheque.
 May 31. Cash sales for two weeks, \$2850·90. Deposited cash in Acme Savings Bank, \$2700. Paid R. Spence his salary for the month, \$160, with cheque.

Inventory taken May 31, 1921.

Merchandise on hand	\$2750·60
Expense—2 months' rent prepaid	120·00

1. Using the methods of double entry bookkeeping,—

(a) Journalize the foregoing transactions, omitting the day book explanations.

(b) Post to the ledger.

(Allow the following space for ledger accounts: three spaces for each ledger heading, five spaces for the body of S. P. Rankin (Capital), and Expense accounts, eight spaces for the body of Cash, Acme Savings Bank, and Merchandise accounts, and three spaces for the body of all other accounts.)

(c) Take a trial balance.

(d) Close the ledger as follows: (i) those accounts which determine the gains, losses, and net worth; (ii) the Cash and Bank accounts. Leave the ledger in shape for continuing next month.

2. Make out the following business papers:—

(a) The note in favour of Hurst & Sons in the opening entry, for \$375·50.

(b) The draft on L. Sparrow on May 27, for \$300·00. Write the acceptance on the draft.

3. Write the following:—

Negotiable paper includes those instruments in use in a community which pass freely from one person to another by simple delivery or by indorsement. The word which gives them this negotiability is *bearer* or *order*. Those which are transferable by simple delivery are written payable to a certain person, firm or corporation, or bearer; and those which are transferable by indorsement are written payable to a certain person, firm or corporation, or order, and when transferred, the payee must write his name across the back of the instrument.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

AGRICULTURE AND HORTICULTURE

NOTE:—Candidates will take section A and either B or C.

A

1. (a) Describe a laboratory or a kitchen method of canning beans *or* tomatoes. (Make a diagram of the apparatus used.)

(b) Account for the mould that is sometimes found on top of canned fruit.

2. (a) Name four perennial and four annual weeds.

(b) Describe the methods of seed dispersal of any *two* of the perennials and of any *two* of the annuals mentioned.

(c) Describe a method of eradication (one for each) of the weeds you have named.

3. Describe the process of butter-making (a) on a farm, *or* (b) in a creamery, including a description of the care of the milk, the cream, and the butter from the time the milk is drawn from the udder until the butter is ready for the table.

4. (a) Specify four common commercial fertilizers. Name the substances each is supposed to add to the soil.

(b) Outline an experiment which a farmer might perform to determine the benefits to be gained in using *one* of the commercial fertilizers named in your answer to (a).

5. A field 80 rods by 20 rods is to be tile drained with drains running parallel with the sides and terminating 1 rod from each end. The drains are 1 foot wide, 3 feet deep, and 2 rods apart, the outside drains being 1 rod from each fence. If tile costs 8 cents a foot, and excavating, laying, and filling cost 25 cents a cubic yard, find the cost of draining the field.

[OVER]

6. Describe (a) the purpose, (b) the method of management, of each of the following: (i) a nurse crop, (ii) a soiling crop, (iii) a green manuring crop, (iv) a hoe crop, (v) a cereal crop.

B

7. (a) Name the breeds of cattle usually listed under (i) dairy type, (ii) beef type, (iii) dual purpose type.

(b) Describe the special characters of a first class animal of each type.

8. (a) Name the breeds of sheep usually listed under (i) long-woolled type, (ii) medium-woolled type, (iii) fine-woolled type.

(b) Give the distinguishing features of each type.

C

7. (a) Describe, using drawings, one good method of grafting an apple tree.

(b) What are the chief advantages of grafting?

8. Describe the method of management of a strawberry plot, including planting, care, and harvesting. Name three difficulties encountered in growing strawberries.

Department of Education, Ontario

June Examinations, 1921

LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

HOUSEHOLD SCIENCE

1. (a) Describe, with drawings, the structure and composition of an egg. Name each constituent and give its food value.

(b) How would you care for and preserve eggs?

(c) Discuss the digestibility and nutritive value of (i) round steak, (ii) cheese, (iii) prunes.

2. The pantry contains butter, eggs, flour, gelatine, lemons, milk, pepper, salt, soda, sugar, tea, tomatoes, and yeast.

(a) Write a menu for a luncheon consisting of a soup, a simple dessert, bread or rolls, and a beverage.

(b) Outline your plan of work in preparing this luncheon, giving in detail your method of making and serving each dish.

3. State clearly the reasons you would advance for each of the following:—

(a) The long, slow cooking of cereals.

(b) The rapid boiling used in cooking rice or macaroni.

(c) The testing, boiling, and sealing of the jars used in canning.

4. Write a note on the location, the furnishing, and the care of a room for the sick.

OR

Describe your method of washing white clothes.

5. (a) Give definite instructions for buying, cutting, and making from circular pillow cotton a pair of pillow slips $32\frac{1}{2}$ " long with hemstitched hems 3" wide.

(b) Fold 1" hems on two adjacent sides of the material provided and construct a square cut corner. Tell when and where it should be used.



ONTARIO
DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

— RE —

HOUSEHOLD SCIENCE FOR THE LOWER SCHOOL, MODEL ENTRANCE,
SENIOR HIGH SCHOOL ENTRANCE, AND SENIOR PUBLIC
SCHOOL GRADUATION EXAMINATIONS,
JUNE, 1921.

For use in question 5 (b), the following material shall be
provided for each candidate:—

A piece of paper 5" square.

A ruler.

A pair of scissors.

Department of Education, Ontario

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LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

MANUAL TRAINING

1. (a) What considerations would guide you in selecting a hammer, a saw, and a chisel as part of a "home kit" ?
(b) What other tools would you include in the kit ?

2. A recess in a wall is 6 ft. high, 4 ft. wide, and 9 in. deep. You are required to fill this with a set of bookshelves for your own use.

- (a) Draw the front elevation to a scale of 1 in. to 1 ft., showing all dimensions.
- (b) Prepare a stock bill of the lumber required.
- (c) State how you would make and fit the shelves.

3. On the opposite page is shown the working drawing of a salt box.

- (a) Draw up a stock bill showing the number of pieces required and the finished dimensions and use of each.
- (b) State the method you would adopt in making the salt box according to the particulars supplied in the drawing.
- (c) Make an isometric drawing of the completed box.

OR

3. (a) What is meant by the hardening and the tempering of steel ?

- (b) Explain how you would temper a chipping chisel.

OR

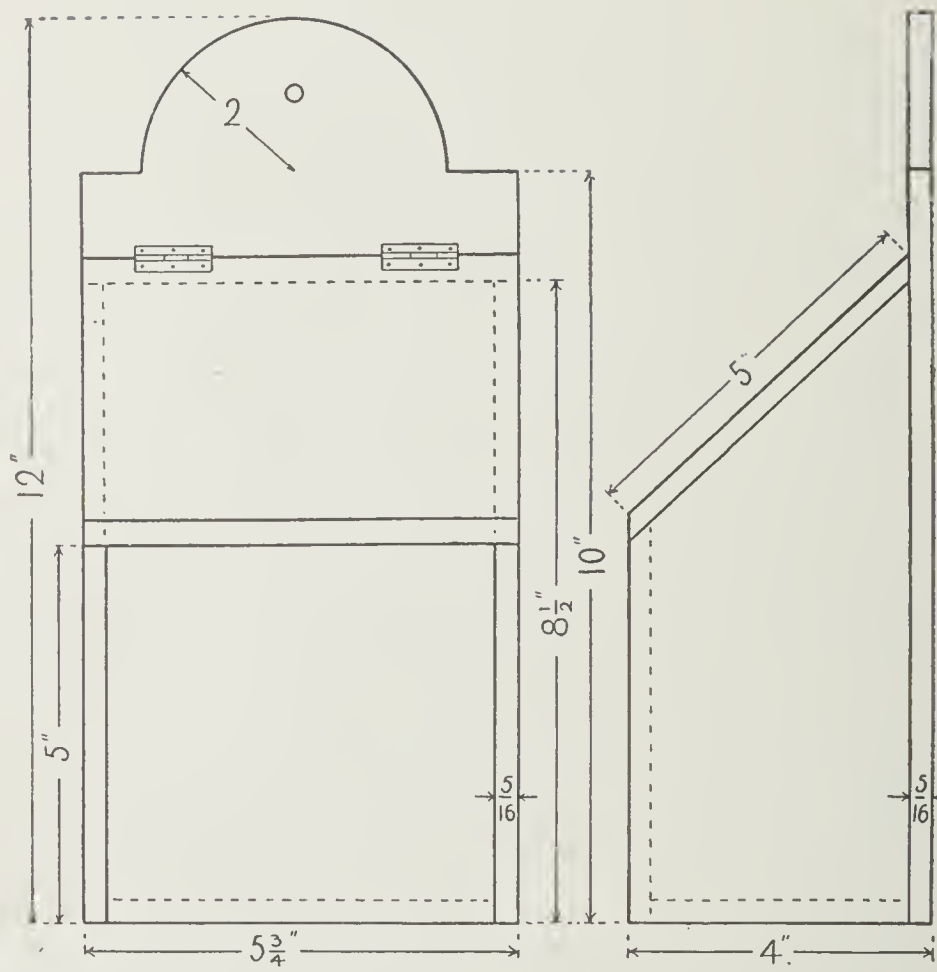
3. (a) What is the use of the "countershaft" ?

(b) Distinguish between the "tight" pulley and the "loose" pulley. Describe the "cone" pulley and state its use.

(c) Why must softwood be turned at a higher speed than hardwood ?

- (d) What are scraping tools and when are they used ?

4. Within an equilateral triangle of 6 in. sides, inscribe three equal circles each touching two others and two sides of the triangle.



PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH COMPOSITION

NOTE:—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. The old swimming-hole.
2. My friend's wedding.
3. Pests on the farm and how to get rid of them.
4. The Unknown Soldier in Westminster Abbey.
5. It is never too late to mend.
6. The story of my life, as told by Nerissa to Jessica. (Besides using the facts supplied in the *Merchant of Venice*, you may invent imaginary incidents for Nerissa's life before the play begins.)
7. Tennyson and the beauty of nature. (Illustrate your statements by referring to *The Brook*, *Oenone*, *Morte d'Arthur*.)
8. My favourite picture (or opera, or play.) (If you choose an opera or a play, a mere summary of the story will not be accepted. Further, the play must not be *The Merchant of Venice*.)

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH LITERATURE

1. Quote any *two* of the following :—

- (a) The sonnet beginning “It is not to be thought of that the Flood”.
- (b) The four stanzas beginning, “I steal by lawns and grassy plots”.
- (c) Twelve consecutive lines from *The Merchant of Venice*, beginning, “How sweet the moonlight sleeps upon this bank”.

2. State the connection in which each of the following passages from *The Merchant of Venice* occurs, and explain each in detail :—

- (a) In terms of choice I am not solely led
By nice direction of a maiden's eyes ;
Besides, the lottery of my destiny
Bars me the right of voluntary choosing.
- (b) Look on beauty,
And you shall see 'tis purchased by the weight ;
Which therein works a miracle in nature,
Making them lightest which wear most of it.
- (c) Till thou canst rail the seal from off my bond,
Thou but offend'st thy lungs to speak so loud :
Repair thy wit, good youth, or it will fall
To cureless ruin.
- (d) A substitute shines brightly as a king,
Until a king be by; and then his state
Empties itself; as doth an inland brook
Into the main of waters.

[OVER]

3. Explain in detail the following passages from Wordsworth

- (a) In that sweet mood when pleasure loves to pay
Tribute to ease ; and, of its joy secure,
The heart luxuriates with indifferent things,
Wasting its kindliness on stocks and stones,
And on the vacant air.
- (b) The homely beauty of the good old cause
Is gone ; our peace, our fearful innocence,
And pure religion breathing household laws.
- (c) Farewell, farewell the heart that lives alone,
Housed in a dream, at distance from the Kind !
Such happiness, wherever it be known,
Is to be pitied ; for 'tis surely blind.

4. Explain in detail the following passages from Tennyson

- (a) There rolls the deep where grew the tree.
O earth, what changes hast thou seen !
There where the long street roars, hath been
The stillness of the central sea.
- (b) like some full-breasted swan .
That, fluting a wild carol ere her death,
Ruffles her pure cold plume, and takes the flood
With swarthy webs.
- (c) Less of sentiment than sense
Had Katie ; not illiterate ; nor of those
Who dabbling in the fount of fictive tears,
.....
Divorce the Feeling from her mate the Deed.

5. Compare Wordsworth's *Michael* and Tennyson's *Morte D'Arthur*, in picturesqueness, in music of verse, including such devices as alliteration, and in the pathos of the story.

6. (a) State the terms of the judgment finally passed on Shylock. Discuss the justice of these terms.
- (b) What stories has Shakespeare combined in *The Merchant of Venice*? Show how each of these separate stories contributes something to the plot as a whole.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveller, long I stood
 And looked down one as far as I could
 5 To where it bent in the undergrowth;

 Then took the other, as just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear;
 Though, as for that, the passing there
 10 Had worn them really about the same,

 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 15 I doubted if I should ever come back.

 I shall be telling this with a sigh
 Somewhere ages and ages hence:
 Two roads diverged in a wood, and I—
 I took the one less travelled by,
 20 And that has made all the difference.

(a) State as simply and briefly as you can the main idea expressed in this poem.

(b) What characteristic of the writer is revealed by lines 6–8?

(c) What is meant by line 13?

(d) State the conditions that made the choice of the road difficult.

(e) Why “with a sigh” (l. 16)?

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

BRITISH AND CANADIAN HISTORY

NOTE :— *Seven questions constitute a full paper, the one under A, three from B, and three from C.*

A

NOTE :— *Candidates will take this question.*

1. (a) Give the location of each of the following : Khartoum, Torres Vedras, San Juan Island, Suez, Fort Garry, Botany Bay, Chateauguay, Saratoga.

(b) State an important historical fact connected with each.

B

NOTE :— *Only three questions to be attempted in B. If a candidate writes on the four questions, only the first three attempted will be valued.*

2. Give an account of the United Empire Loyalists in Canada, under the following heads :—

(a) The circumstances which led to their coming to Canada.

(b) The various parts of Canada in which they settled.

(c) The influence of the Loyalists on the development of Canada.

3. Give an account of the career of any *two* of the following :

(a) Alexander Mackenzie, the explorer.

(b) Lord Selkirk.

(c) Hon. George Brown.

4. (a) Sketch the struggle for Responsible Government in Upper Canada.

(b) Describe the method of election and the powers of *either* (i) a township or village council, *or* (ii) a town or city council.

[OVER]

5. (a) State the causes which led to the War of 1812-14 between Great Britain and the United States.

(b) Write an account of the events of this war in the Detroit and Niagara districts.

C

NOTE :—*Only three questions to be attempted in C. If a candidate writes on the four questions, only the first three attempted will be valued.*

6. (a) Explain how Britain became involved in the war with Revolutionary France.

(b) Give an account of Britain's part in this war down to the Peace of Amiens, 1802.

7. (a) Describe agricultural conditions in Ireland and the restrictions on Irish trade at the outbreak of the American Revolution.

(b) Write an account of the struggle for legislative independence in Ireland between 1775 and 1785.

8. (a) Discuss the political conditions in England which led to the demand for the first Reform Bill, 1832.

(b) Outline the provisions of the Bill and the work of the first parliament after the Reform Bill became law.

9. Write an account of the career of any *two* of the following:—

(a) Warren Hastings.

(b) Charles James Fox.

(c) Sir Robert Peel.

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JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ANCIENT HISTORY

NOTE:—*Seven questions constitute a full paper, the one under A, three from B, and three from C.*

A

NOTE:—*The candidate will take this question.*

1. (a) Give the location of each of the following: Leuctra, Capua, Piraeus, Actium, Delos, Delphi, Aquae Sextiae, Philippi.
(b) State an important historical fact connected with each.

B

NOTE:—*Only three questions to be attempted. If a candidate writes on more than three questions of B, only the first three attempted will be valued.*

2. What may be learned from the Homeric poems in regard to (a) the family and social life of the Ionians, (b) labour and property, (c) government?

3. Describe Greek colonization under the following headings:
(a) Organization of a colony.
(b) The relation of the colony to the mother city.
(c) The chief Greek colonies in the south of Italy and in Sicily.

4. Describe the Spartan system of education and training. Point out the chief merits and defects of the system, and illustrate your answer by reference to definite events in Spartan history.

5. Sketch the career of Philip of Macedon under the following headings:—

- (a) Early life and rule.
- (b) The opposition of Demosthenes.
- (c) The supremacy of Macedonia.

6. Describe the character and achievements of Pericles.

[OVER]

C

NOTE:—*Only three questions to be attempted. If a candidate writes on more than three questions of C, only the first three attempted will be valued.*

7. Describe Rome under the rule of the kings, using the following headings:—

- (a) Occupations and character of the Romans.
- (b) The social classes and family life.
- (c) Causes which led to the greatness of Rome.

8. Shortly after 275 B.C., Rome became undisputed mistress of all Italy south of the Rubicon. Describe the social organization of this territory under the heads:—

- (a) Citizens.
- (b) Allies: Latins and Italians.

9. Give an account of the career of Hannibal under the following headings:—

- (a) Personal appearance and character.
- (b) His work in Spain and on his march to Italy.
- (c) His military career in Italy to the battle of Cannae.

10. (a) Explain the circumstances which led to the formation of the First Triumvirate.

- (b) Describe the work of Caesar in Gaul.

11. Give an account of any *two* of the following:—

- (a) Mark Antony.
- (b) The Gracchi.
- (c) Marius.

PROVINCE OF ONTARIO

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PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ALGEBRA

1. (a) From $c - 2[c - \{a - 2(c - b)\}]$ take

$$3a - 5\{a - b - (c - 2b)\} + b.$$

- (b) When $a = 0$, $b = 2$, $c = -2$, and $d = 3$, find the numerical value of

$$3a^b b^d + 2^d b^2 c^b - 3^b b d^b + c^3 d^2 - 2b^2 c^d d.$$

2. (a) Factor $27a - 18ab^2 + 3ab^4 - 3a^3$.

- (b) Find, in factored form, the L.C.M. of $3a^2 - 5a + 2$, $6a^2 - a - 2$, and $4a^3 - 4a^2 - a + 1$.

- (c) Simplify $\frac{2}{a^2 + 2a - 3} + \frac{a - 2}{a^2 - 1} - \frac{1}{a + 3}$.

3. Solve:—

$$\begin{aligned} (a) \quad & 3x - y + z = 17, \\ & 5x + 3y - 2z = 10, \\ & 7x + 4y - 5z = 3. \end{aligned}$$

$$(b) \quad \frac{5x - 3}{9} + \frac{7x - 29}{5x - 12} = \frac{10x + 7}{18}.$$

$$\begin{aligned} (c) \quad & 2x^2 - 2xy + y^2 = 2, \\ & y^2 - x^2 = 3. \end{aligned}$$

4. (a) If m and n are the roots of the equation $3x^2 + 2x + 5 = 0$, find the value of $\frac{1}{m} + \frac{1}{n} + \frac{2}{5}$.

- (b) If in the equation $x^2 - px + 8 = 0$, one of the roots is double the other, what is the value of p ?

[OVER]

5. (a) Divide $a^2 - 3a^{\frac{5}{3}} + 6a^{\frac{4}{3}} - 7a + 6a^{\frac{2}{3}} - 3a^{\frac{1}{3}} + 1$
by $a^{\frac{2}{3}} - a^{\frac{1}{3}} + 1$.

(b) Reduce $\frac{4\sqrt{7} + 3\sqrt{2}}{5\sqrt{2} + 2\sqrt{7}}$ to an equivalent fraction with a rational denominator.

6. For two garments a clothing merchant paid the sum of \$200. In selling, he lost 20% of the cost of the one and gained 20% of the cost of the other. If his net profit was \$8, what was the cost of each garment?

7. An engineer, by increasing his usual rate of speed 6 miles an hour, lessened his usual time for a 90-mile run by 45 minutes. What was his usual rate per hour?

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GEOMETRY

A

(Draw the figures accurately, using only ruler and compasses, show all construction lines and describe the method of construction, but do not give proofs.)

1. (a) Construct a figure ABCD from the following measurements : $AB = 1\frac{3}{4}$ inches, $BC = 2\frac{1}{4}$ inches, $AD = 2\frac{1}{2}$ inches, $\angle BAC = 60^\circ$, and $\angle ABD = 22.5^\circ$.

(b) On AB in the above figure, construct a triangle equal in area to the figure ABCD and having the angle ABC as one of its angles. Measure the altitude of the triangle.

B

(Draw the figures, describe the method of construction, and give proofs.)

2. Describe a polygon similar to a given polygon and with the corresponding sides in a given ratio.

3. Construct a triangle having given the base, the vertical angle, and the sum of the two sides.

C—THEOREMS

4. The area of a parallelogram is equal to that of a rectangle on the same base and of the same altitude.

5. C and D are two points on the same side of a straight line AB. If the angle ACB is equal to the angle ADB then the circle which passes through A, B, and C will also pass through D.

[OVER]

6. The bisector of the exterior vertical angle of a triangle divides the base externally into segments that are proportional to the sides of the triangle.

7. Two circles touch each other externally at A. From two points, B and D, on the circumference of one circle, chords BA and DA are drawn and produced through A to meet the circumference of the other circle in C and F respectively. Prove that BD is parallel to FC.

8. From a point P without a circle two secants, PQR and PST, are drawn to meet the circle in Q and R, and in S and T respectively. The angle RPT is bisected by a straight line cutting QS in M and RT in H. Prove that $\frac{RH}{HT} = \frac{SM}{MQ}$.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

PHYSICS

1. (a) Distinguish between transverse and longitudinal waves. Give an illustration of each. To which class do sound waves belong? Give a reason for your answer.

(b) Describe an experiment to illustrate *beats*. Explain the cause of beats.

2. Describe experiments designed to prove any *two* of the following :—

(a) The pitch of a sound depends on the vibration frequency.

(b) A medium is necessary for the transmission of sound.

(c) The number of vibrations per second in a vibrating string is proportional to the square root of the tension of the string.

3. (a) Describe an experimental method of finding the specific heat of iron.

(b) What weight of steam at 100°C . must be passed into 2 kilograms of water at 12°C . in order that the resulting temperature may be 80°C .? (The heat of vaporization is to be taken as 536.)

4. (a) A grease spot photometer has a standard candle on one side at a distance of 3 feet and an electric light on the other side at a distance of 11 feet. The spot is now invisible. Find the candle power of the electric light.

(b) If a beam of sunlight is allowed to pass through a prism and then to fall on a white screen a spectrum is formed. Account for this.

(c) Describe and account for the appearance of the solar spectrum when viewed through a piece of red glass.

[OVER]

5. Describe the construction and explain the action of *either* (a) a wet-and-dry-bulb hygrometer, *or* (b) a Davy safety lamp.

6. Make drawings to show how a convex lens can produce (a) a virtual image, (b) a real, magnified image.

7. (a) Describe the construction of an electroscope and show how to charge it with negative electricity.

(b) Give a reason for the belief (i) that the earth has magnetic poles, (ii) that these do not coincide with the geographical poles.

8. Describe the construction and mode of action of a Ruhmkorff induction coil with condenser.

OR

Make a diagram showing apparatus properly arranged for communicating with a place a short distance away by wireless telegraphy. Explain the working of the apparatus.

9. Describe the construction of a gravity cell and show by diagram how to connect three such cells in series.

OR

Describe the construction of any form of incandescent lamp and show by diagram how several such lamps are connected to the wires leading from the generator.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

CHEMISTRY

1. Describe a convenient laboratory method of preparing and collecting any *two* of (a) sulphur dioxide, (b) nitric acid, (c) hydrogen chloride. Make a diagram of the apparatus used. State one important commercial use of each of the substances prepared.

2. (a) Show how you would prepare two allotropic forms of sulphur from roll sulphur (brimstone).

(b) Describe the common method of converting limestone into quicklime.

3. (a) Write the formula of (i) nitric acid, (ii) nitrous acid, (iii) hyponitrous acid.

(b) Write the formula of (i) potassium sulphate, (ii) ammonium carbonate, (iii) sodium hyposulphite.

(c) Write the equation denoting the reaction that takes place, and name the substances formed in each case, when solutions of the following compounds are put together :—

(i) Sodium carbonate and hydrochloric acid.

(ii) Ammonium chloride and calcium hydroxide.

(iii) Copper sulphate and barium chloride.

(d) What is meant by (i) radicle, (ii) valency? Write all the radicles in ammonium hydroxide and in zinc sulphate, and state the valency of each.

4. Describe experiments that will show the action of,—

(a) chlorine as a bleaching agent ;

(b) hydrogen as a reducing agent ;

[OVER]

5. (a) Explain:—

- (i) The hardening of mortar.
- (ii) The setting of plaster of Paris.

(b) How does water of temporary hardness differ in composition from water of permanent hardness? State how each may be softened.

6. (a) How many grams of nitrous oxide (N_2O) can be obtained by heating 40 grams of ammonium nitrate (NH_4NO_3)? What volume will the gas occupy measured at standard temperature and pressure? ($\text{N} = 14$, $\text{O} = 16$, $\text{H} = 1$.)

(b) 461 grams of sodium were burned in chlorine and the resulting chloride weighed 1.17 grams. If 35.5 is a combining weight of chlorine what is a combining weight of sodium?

7. Describe the visible changes that take place during the course of any *three* of the following experiments, and name in each case the substance or substances formed:—

- (a) Some white sugar is put in a flask and sulphuric acid is added.
- (b) Some copper clippings are put in a flask and nitric acid is added.
- (c) A small crystal of copper sulphate is heated for some time on a sheet of mica. A drop of water is then added.
- (d) Hydrogen sulphide is shaken up with water and a drop of the liquid is placed on a silver coin.
- (e) A lump of calcium carbide is thrown into a vessel containing water and a wide-mouthed bottle filled with water is placed quickly over the carbide.

Department of Education, Ontario

June Examinations, 1921

MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ART

(FIRST PAPER)

NOTE 1.—*A separate sheet of paper shall be used for each drawing.*

NOTE 2.—*The size and the placing of the drawings will be considered in the valuation of the answer papers.*

NOTE 3.—*In answering question 4, write in pencil on one side only of the drawing paper.*

(Three questions constitute a full paper. Questions 1 and 4 are obligatory. A choice is allowed between 2 and 3.)

1. Make a pencil drawing of the group of objects as you see it. Represent, in good pencil technique, the tone relations expressive of colour values, light, shade, and cast shadow.

2. Make a water-colour painting of the flowers, or of the flower and foliage, as you see them. Represent light and shade, and cast shadow.

3. Make a water-colour composition of any *one* of the following:—

(a) A landscape containing a house and a road.

(b) A landscape showing a bridge and a river.

(c) A winter scene of children coasting.

[OVER]

4. Study of the accompanying picture by Alma-Tadema.

(a) In what ways has the artist observed the principle of unity in this picture ?

(b) Tell, with reasons for each answer,—

(i) the position of the eye-level ;

(ii) the character and the direction of the light.

(c) Explain, by reference to this picture, where the artist has employed —

(i) good tonal effects ;

(ii) expressive lines.

(d) Briefly describe —

(i) the scene which the artist has represented ;

(ii) the character of each of the four persons listening to the “reading.”



ONTARIO

DEPARTMENT OF EDUCATION

CONFIDENTIAL INSTRUCTIONS TO PRESIDING OFFICERS

ART FOR THE MIDDLE SCHOOL NORMAL ENTRANCE EXAMINATION, JUNE, 1921 (FIRST PAPER)

1. The paper to be used is drawing paper from the authorized (No. 2) Blank Drawing Book.

2. Each candidate shall be allowed three sheets of drawing paper at the commencement of the examination period and additional sheets as he may need them.

3. For question 1, the Presiding Officer shall secure, and arrange as in the diagram, a tray, tea-pot, cup and saucer. There should be such a group for every five or six candidates. The tray should be placed upon a level support on a level with the tops of the desks at which the candidates are writing.

The objects should be as free from ornament as possible.

If a rectangular tray cannot be secured, one of another shape may be substituted.



4. For question 2, the Presiding Officer shall secure a sufficient number of any *one* of the following flowers: a spray of red clover, a spray of coloured sweet peas, a common blue iris with foliage, a spray of pansies, a spray of field daisies, a rose with foliage.

Each spray, or flower and foliage, should be laid horizontally upon a sheet of white paper and placed upon a support on a level with the tops of the desks of the candidates where each may have a close view. If possible there should be a spray, or flower and foliage, for each candidate and he should be allowed to trim it before commencing to draw.

Department of Education, Ontario

June Examinations, 1921

MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ART (SECOND PAPER)

NOTE 1.—*A separate sheet of paper shall be used for each drawing.*

NOTE 2.—*The size and neatness of the drawings will be considered in the valuation of the answers.*

NOTE 3.—*The ruler and other mechanical aids are permitted in answering this paper.*

*(Three questions constitute a full paper, one from A,
one from B, and one from C.)*

A

(The candidate will take either question 1 or question 2, not both.)

1. Make in water-colours an illustrated poster design advertising the GUELPH POULTRY SHOW. Confine the lettering on the poster to the three words printed in capitals.

2. Design in water-colours an illustrated New Year's card on which shall be lettered the greeting, A HAPPY NEW YEAR.

B

(The candidate will take either question 3 or question 4, not both.)

3. Design in water-colours a decorative cover for a box (5 inches by 9 inches) to contain gentlemen's neckties. Decorate with a simple border and a drawing of a necktie.

4. Design in water-colours a floral panel (5 inches by 7 inches) with pleasing space divisions and colour scheme. Conventionalize for this purpose any flower with which you are acquainted.

[OVER]

C

(The candidate will take either question 5 or question 6, not both.)

5. Make an outline drawing in pencil of *either* of the following:—

- (a) A Greek jar, decorated with a Greek fret or other Greek ornament.
- (b) An Egyptian lotus and scroll in an all-over pattern.

6. Make a tone drawing in pencil of *either* of the following:

- (a) A border of interlacing bands (curved or straight).
- (b) A border of the egg-and-dart pattern with a bead edging.

Department of Education, Ontario

June Examinations, 1921

MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

AGRICULTURE AND HORTICULTURE (FIRST PAPER)

1. Under the headings specified below, give a description of *six* weeds as follows,— (a) *two* weeds commonly found in grain fields, (b) *two* in turnip or corn fields, and (c) *two* in hay fields:

- (i) The height of the plant.
- (ii) The colour of the flower.
- (iii) The kind of underground parts.
- (iv) Method of seed dispersal.
- (v) The colour, size, and shape of the seed.

2. Using drawings to illustrate your answer, outline the life histories of any *two* of the following: (a) wire worm, (b) house-fly, (c) bot-fly, (d) tomato worm, (e) grasshopper.

3. Discuss nitrification through the action of the nodule-forming bacteria which are often found on the roots of leguminous plants.

4. (a) Make a diagram to show the important points to be considered in planning a modern hen-house.

(b) Describe the processes usually employed in fattening poultry for market by the "crate" method.

5. (a) Outline effective methods, one for each, of controlling the following parasites: apple scab, wheat rust, oat smut, late blight of potatoes.

(b) Give the life history of (i) apple scab, (ii) wheat rust.

6. A commercial fertilizer is guaranteed to contain 6% of potash, 1.5% of nitrogen, and 4% of available phosphoric acid. In agricultural chemistry potash is understood to be K_2O , and phosphoric acid P_2O_5 . Calculate the actual weight of nitrogen, phosphorus, and potassium in one ton of such fertilizer.

(N=14, O=16, K=39, and P=31.)

Department of Education, Ontario

June Examinations, 1921

MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

AGRICULTURE AND HORTICULTURE

(SECOND PAPER)

1. Compare in detail :—
 - (a) The Yorkshire and Berkshire breeds of pigs.
 - (b) The Shorthorn and Aberdeen-Angus breeds of cattle.
 - (c) The Cotswold and Oxford-down breeds of sheep.
2. Give the characteristic features of (a) a Percheron horse, (b) a dairy cow, and (c) a fine-woolled sheep.
3. Give one good three-year and one good four-year rotation of crops. State the advantages of each type of rotation.
4. (a) Make a diagram of the lay-out of a conveniently arranged 100-acre farm 80 rods wide with a public road running along the end.
(b) Point out the advantages of such a lay-out.
5. Give accounts of any *three* of the following :—
 - (a) The Apple Growers' Association.
 - (b) The Beef Ring.
 - (c) The Egg Circle.
 - (d) Statute Labour.
 - (e) The Corn Growers' Association.
6. An ice house which is 18 ft. wide and 24 ft. long outside measurements, is filled to a height of 9 ft. with ice and sawdust. Assuming that the walls are 6 inches thick and that there is a layer of sawdust 6 inches thick covering the bottom and sides, and 1 foot thick on top, find the weight of the ice in tons.
(A cubic foot of ice weighs $57\frac{1}{2}$ pounds.)

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION AND MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

LATIN AUTHORS

A

1. Translate into English:—

(a) “nec mihi iam patriam antiquam spes ulla videndi,
nec dulces natos exoptatumque parentem ;
quos illi fors et poenas ob nostra reposcent
effugia, et culpam hanc miserorum morte piabunt.

5 quod te per superos et conscia numina veri,
per, si qua est, quae restet adhuc mortalibus usquam
intemerata fides, oro, miserere laborum
tantorum, miserere animi non digna ferentis.”

his lacrimis vitam damus, et miserescimus ultro.

10 ipse viro primus manicas atque arta levare
vincla iubet Priamus, dictisque ita fatur amicis :
“quisquis es, amissos hinc iam obliviscere Graios :
noster eris ; mihi haec edissere vera roganti.
quo molem hanc inmanis equi statuere ? quis auctor ?”

15 (b) excutior somno, et summi fastigia tecti
ascensu supero, atque arrectis auribus adsto ;
in segetem veluti cum flamma furentibus Austris
incidit, aut rapidus montano flumine torrens
sternit agros, sternit sata laeta boumque labores,
20 praecipitesque trahit silvas, stupet inscius alto
accipiens sonitum saxi de vertice pastor.

2. Write out and divide into feet ll. 4, 5, and 12, and mark the quantity of each syllable, including that of the last syllable in each line.

3. Who is the first speaker in (a) ? What is his answer on the points concerning which he is questioned in line 14 ?

4. Indicate two respects in which the simile in ll. 17-21 (*in segetem . . . pastor*) illustrates the situation.

[OVER]

5. Identify *qua* (l. 6), *miserere* (l. 7), *edissere* (l. 13). Name and account for the case of *laborum* (l. 7) and *viro* (l. 10).

B

6. Translate into English :—

(a) Hostes proelio superati, simul atque se ex fuga receperunt, statim ad Caesarem legatos de pace miserunt: obsides datuos, quaeque imperasset facturos sese polliciti sunt. Una cum his legatis Commius Atrebas venit, quem supra demonstraveram a Caesare in Britanniam praemisum. Hunc illi e navi egressum, cum ad eos oratoris modo Caesaris mandata deferret, comprehenderant atque in vincula coniecerant; tum proelio facto remiserunt et in petenda pace eius rei culpam in multitudinem contulerunt et propter imprudentiam ut
10 ignosceretur petiverunt.

(b) Labieno scribit, ut, quam plurimas possit, iis legionibus, quae sunt apud eum, naves instituat. Ipse, etsi res erat multae operae ac laboris, tamen commodissimum esse statuit omnes naves subduci et cum castris una munitione coniungi.
15 In his rebus circiter dies decem consumit ne nocturnis quidem temporibus ad laborem militum intermissis.

7. Name and account for the case of *datuos* (l. 3), *quem* (l. 4), *plurimas* (l. 11), *operae* (l. 13).

8. Name and account for the mood of *imperasset* (l. 3); the mood and number of *ignosceretur* (l. 10); and the mood of *possit* (l. 11).

9. Give the principal parts of *contulerunt*, *ignosceretur*, *possit*, *consumit*.

C

10. Translate into English :—

(*Vercingetorix stirs up the tribes of Gaul against
the Roman invader.*)

Vercingetorix clientes suos facile incendit. Cognito eius consilio ad arma concurritur; a reliquis principibus, qui hanc temptandam fortunam non existimabant, expellitur ex oppido Gergovia; non destitit tamen, sed quoscumque adit ad suam sententiam adducit; hortatur ut communis libertatis causa arma capiant; magnisque coactis copiis adversarios suos, a quibus paulo ante erat eiectus, expellit ex civitate. Rex ab suis appellatur: dimittit nuntios in omnes partes; obtestatur ut

in fide maneant. Celeriter sibi Senones, Parisios, reliquosque omnes qui Oceanum attingunt adiungit. Omnibus his civitatibus obsides imperat, certum numerum militum ad se statim mitti iubet. Hoc modo coacto exercitu, Lucterium, summae hominem audaciae, cum parte copiarum in Rutenos mittit: ipse in Bituriges proficiscitur. Eius adventu Bituriges ad Aeduos legatos mittunt subsidium rogatum, quo facilius hostium copias sustinere possint. Aedui consilio legatorum, quos Caesar ad exercitum reliquerat, copias equitatus peditatusque subsidio Biturigibus mittunt. Qui cum ad flumen Ligerim venissent, paucos dies ibi morati neque flumen transire ausi domum revertuntur legatisque nostris renuntiant se Biturigum perfidiam veritos revertisse.

cliens—a dependent.

Gergovia—name of a town.

attingo—border on.

Liger—the Loire.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

LATIN COMPOSITION AND GRAMMAR

A

1. Decline together :—
 - (a) in the singular only : *hoc iter* ;
 - (b) in the plural only : *opus difficile*.
2. Write :—
 - (a) the accusative singular of *lux, virgo, civis, alius* (neuter only), *vis* ;
 - (b) the ablative singular of *mare, genus, celer, hiems* ;
 - (c) the genitive plural of *ego, corpus, rex, navis, pars, portus*.
3. Give the other degrees of comparison of *acriter, audax, plurimus, maior, longe*.
4. Write :—
 - (a) the present infinitive passive of *facio, gero, ineo* ;
 - (b) the third person plural of the present indicative active of *sto, constituo, possum* ;
 - (c) the third person singular of the present subjunctive active of *nolo, convoco, facio* ;
 - (d) the genitive of the gerund of *proficiscor, discedo, recipio* ;
 - (e) the accusative singular masculine of the present participle active of *egredior, abeo, remaneo*.

B

5. Translate into Latin :—
 - (a) He was made king.
 - (b) This is bigger than that.
 - (c) He had a fleet of twenty ships.
 - (d) Let us go westward with him.
 - (e) He lived for many years at Rome.
 - (f) They were returning home on the same day.
 - (g) On his arrival, he summoned the chiefs of all Gaul.

[OVER]

6. Translate into Latin :—

(a) He asserted that he would be of great service to them in Britain.

(b) He begged them not to leave him behind in Gaul.

(c) He tried to find out why the cavalry had retreated so suddenly across the river.

(d) If the enemy had not been defeated to-day, not one of us would have reached home.

(e) He gave his men orders to bring all the corn they could gather.

(f) This they did so that they might not be compelled by lack of provisions to surrender.

(g) On hearing this we knew that the ships had been prevented by a storm from reaching the same harbour.

(h) Messengers had been sent out to all the towns to find out what Caesar intended to do.

(i) Fearing that his men would pursue the enemy, Caesar warned them not to cross the river.

(j) You must give the signal at once if you see any one trying to escape.

C

7. Translate into Latin :—

Hearing this Caesar decided that Dumnorix must be prevented from injuring himself and the commonwealth. But, when the attention of everyone was occupied, Dumnorix set out from the camp without Caesar's knowledge. When this fact was reported to Caesar he postponed (*intermitto*) his departure, and sent a large force of cavalry to follow him up and bring him back. He gave orders that, if Dumnorix was unwilling to obey, he should be put to death. But Dumnorix, when he was called back, began to resist and to implore the protection (*fides*) of his men, shouting out that he was a free man and belonged to a free state. Our men, therefore, in accordance with their orders, put him to death.

UNIVERSITY JUNIOR MATRICULATION
ONTARIO

PASS EXAMINATION

JUNE, 1921

FRENCH AUTHORS, GRAMMAR AND
SIGHT TRANSLATION

A

1. Translate into English:—

Et jusqu'à ce que le petit François fût sur pied, une voiture s'arrêta tous les jours devant le logis d'ouvrier de la rue des Abbesses, à Montmartre, et un homme en descendit, enveloppé dans un paletot, le collet relevé, et, dessous costumé comme
5 pour le cirque, avec un gai visage enfariné.

—Qu'est-ce que je vous dois, monsieur ? dit à la fin Jacques Legrand au maître clown, lorsque l'enfant fit sa première sortie, car enfin je vous dois quelque chose !

Le clown tendit aux parents ses deux larges mains
10 d'Hercule doux.

—Une poignée de main ! dit-il.

2. (a) *fût* (l. 1). Why is this form of the verb used ?

(b) Write the third person plural of *dois* (l. 6), and of *fit* (l. 7).

(c) Write the plural of *monsieur* (l. 6), and the feminine singular of *doux* (l. 10).

3. Translate into English :—

Le renard s'en saisit, et dit : "Mon bon monsieur,

Apprenez que tout flatteur

Vit aux dépens de celui qui l'écoute :

Cette leçon vaut bien un fromage, sans doute."

5 Le corbeau, honteux et confus,

Jura, mais un peu tard, qu'on ne l'y prendrait plus.

4. Write the past participle of *saisit* (l. 1), *dit* (l. 1), *apprenez* (l. 2), *vit* (l. 3), *vaut* (l. 4).

[OVER]

B

5. Translate into English :—

Et après de longues épreuves j'ai reconnu, comme vous le disiez, que c'était ici seulement le port, ajouta Jehan. Partout ailleurs le servage vous laisse quelque bout de sa chaîne à traîner; ici seulement est la délivrance; ici l'on retrouve la
 5 dignité de l'homme. Ah! naguère je ne voyais dans vos couvents que des maisons de prières; mais maintenant je sais que ce sont aussi des hospices pour les cœurs affligés. Au milieu de cette société barbare encore, basée sur les droits du plus fort, les monastères sont comme ces hautes montagnes
 10 où se réfugient les vaincus pour échapper à la servitude. Quand l'égoïsme et la violence abrutissent la foule, ici se conserve le saint héritage de la science, de la justice, de la liberté!

6. (a) Write the first person singular of the future of *reconnu* (l. 1), *disiez* (l. 2), *ajouta* (l. 2), *voyais* (l. 5), *sais* (l. 6).

(b) Write the masculine plural of *longues* (l. 1).

(c) *ici l'on* (l. 4). Why does the author prefer *l'on* to *on* here?

C

7. Translate into English :—

POITRINAS. Excusez-moi...c'est un petit détail de ménage...mais je désirerais avoir une prompte réponse...parce qu'il y a, sur le cours, à Etampes, une maison charmante qui sera libre à la Toussaint...

5 CABOUSSAT. Eh bien?

POITRINAS. Je la louerais pour le jeune ménage.

CABOUSSAT. Comment! ma fille habiterait Etampes?

POITRINAS. Sans doute: la femme suit son mari.

CABOUSSAT, *à part*. Ah! mais non! ça ne me va pas! mon
 10 orthographe serait à Etampes et moi à Arpajon! Ça ne se peut pas!

BLANCHE, *paraissant par la porte, premier plan à gauche*. Je vous dérange?...

POITRINAS. Je vous laisse, mademoiselle: je viens de prier
 15 monsieur votre père de vous faire une communication... considérable...

BLANCHE. Ah!

POITRINAS. Et je serais bien heureux de vous la voir agréer.

8. (a) Write the third person plural of *suit* (l. 8), of *va* (l. 9), and of *peut* (l. 11).

(b) Write the third person singular, present subjunctive, of *paraissant* (l. 12), *viens* (l. 14), *faire* (l. 15).

D

9. Translate into English:—

J'étais depuis longtemps tourmenté d'une idée qui me tenait éveillé la plus grande partie de mes nuits; c'était de m'enfuir et de m'en aller au Havre m'embarquer.

Pendant des heures et des heures je ruminais mon projet et je m'étais bien souvent amusé à tracer mon itinéraire sur une carte de la Normandie et j'avais mesuré les distances comme il m'avait appris à le faire.

C'était huit jours de marche au plus; le pain coûtait alors trois sous la livre; si je pouvais amasser vingt-quatre sous, j'étais sûr de ne pas mourir de faim en chemin. En faisant de petits travaux pour nos voisins je réussis enfin à réunir cette grande somme et un beau soir quand tout le monde était couché, je sautai par-dessus le mur et me mis en route, le cœur gros et les larmes aux yeux en pensant au chagrin que mon départ allait causer à ma mère, mais décidé à m'engager sur un bateau.

Je mis dix jours pour arriver au Havre marchant presque toute la journée et couchant tantôt dans les bois, tantôt dans une grange, quand un paysan plus charitable que les autres m'offrait l'hospitalité. À peine arrivé, je commençai ma promenade sur les quais pour faire mon choix; dans le bassin du Roi je ne vis que quatre ou cinq vapeurs, ce n'était pas mon affaire; dans le bassin de la Barre je trouvais de grands navires américains d'où l'on déchargeait des balles de coton; ce n'était pas encore ce qu'il me fallait; je voulais un navire français.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

PASS EXAMINATION

JUNE, 1921

FRENCH COMPOSITION

A

Translate into French :—

1. She is calling. 2. We begin. 3. We are reading.
4. He sees. 5. We have received. 6. They are coming. 7. They learn.
8. It was snowing. 9. I drink. 10. We shall send.

B

Translate into French :—

1. It is always fine weather in the month of June; there are many pretty flowers in the woods this year.
2. We came to school early this morning; we did our work and went home before twelve o'clock.
3. We studied French a little during the winter and we find now that we have forgotten it.
4. You have enjoyed yourselves, but you have worked well and we are glad you are ready.
5. I get up at a quarter after eight, eat an egg, take a cup of coffee, and leave for school at a quarter to nine.
6. Has she ever been in England?— Twice, I think, but she has never been in the United States.
7. If we eat something before we leave, we shall be stronger and we shall play better too.
8. Look at the big apple my friend gave me; I like this one but I don't like the one I left on the table.
9. All those doors are open; why are they not closed? Close them, please. Did you close them? Thank you.
10. Here we are in the dining-room; we dine at half-past six; we have potatoes, meat, and bread.
11. What a beautiful child! How old is he? He will be three next Monday; his sister is older than he.
12. If the water is too cold, we shall not swim to-day; we shall take a walk on the beach, if it does not rain.
13. Lend me some money, if you have any; I need ten francs and I have only seven.

[OVER]

14. Which of these pens is yours? I lost mine and I wish to write a letter. Have you any black ink?
15. Next week you will go to the country, where you will have no long lessons. That will be magnificent.

C

Translate into French:—

The little birds in the nest were waiting for their mother, who was looking for some water but could not find any. There was no water because it had not rained. All the fields were dry and white. She did not wish to leave them, for they were very thirsty; she thought the rain would soon come. While she was flying, she noticed a little water in a bottle. If she had been able to drink it, she would have been very happy, but the poor bird could not break the bottle with her bill. Then she saw many little stones; she threw one into the water, which rose a little. After some time she had thrown enough stones into it. She found the water very good and brought some to the little ones.

UNIVERSITY JUNIOR MATRICULATION
ONTARIO

PASS EXAMINATION

JUNE, 1921

GERMAN AUTHORS, GRAMMAR, AND
SIGHT TRANSLATION

A

1. Translate into English:—

Die Wirtin brachte das Verlangte und sah lächelnd zu, wie der Gast mit großer Umständlichkeit eine lange Tabakspfeife zusammenschraubte und sie stopfte. Die Pfeife war mit bunten Quasten geziert und auf dem Porzellankopf war der König Gambrinus
5 abgemalt. Die Wirtin setzte den schäumenden Bierkrug auf den Tisch, sagte: „Wohl bekomm’s,“ und ließ dann den Burschen bei Pfeife und Maßkrug allein; das war ihm eben recht. Er tat einen tüchtigen Schluck, dann stemmte er den Ellbogen auf den Tisch und qualmte wie ein Schlot. Und wie er so dasaß und sich
10 über die Rauchwolken freute, die emporwirbelten und in bläulichen Streifen sich verzogen, kam sich der Knirps so erhaben vor, wie Zeus auf seinem Wolkenthron.

2. Give the nominative plural of Wirtin, Gast, Pfeife, Tisch, Bierkrug.

3. Translate into English:—

Das Ungetüm kam näher und näher. Paul stand regungslos da, in Schauen versunken. Dann guckte er zur Mutter empor, die ein gar sorgenschweres Gesicht machte, und eine ungewisse Furcht wandelte ihn an, als ob jetzt der Teufel ins Haus gezogen
5 käme, aber dann erinnerte er sich, wie nun sein Wunsch von vorhin in Erfüllung ginge, und er beschloß, dem schwarzen Gaste mit Vertrauen entgegenzukommen.

Inzwischen waren auch die Knechte und die Mägde aus dem Stalle und der Küche herzugeeilt. Die ganze Einwohnerschaft des
10 Heidegehöfts stand längs dem Zaune aufgereiht und schaute dem nahenden Wunder entgegen.

[OVER]

„Aber sag, was willst du damit?“ fragte Frau Elsbeth endlich ihren Gatten.

Dieser maß sie mit einem mitleidigen Blicke, dann lachte er
15 kurz auf und rief: „Spazieren fahren.“

4. Give the infinitive of stand, gezogen, beschloß, aufgereiht, rief.

B

5. Translate into English:—

Alfred. Gut, schön, sehr schön. Du siehst, daß mir ein
Gefallen mit dieser Kleinigkeit geschieht, allein du tust es nicht.
Mein Wunsch mag eine Torheit sein, aber es ist doch mein
Wunsch — Du erfüllst ihn nicht. Es mag Eigensinn von mir sein,
5 das von dir zu verlangen, allein die Liebe sollte sich dem Eigen-
sinne fügen, sollte nachgeben, — Du tust es nicht. An den
dummen Worten kann mir nichts liegen, aber es wäre mir ein
Beweis deiner Liebe, daß du sie sagst, und an diesem Beweise
liegt mir Viel, — allein du gibst mir diesen Beweis nicht. Ich
10 habe dich gebeten, ich habe verlangt, ich habe Vernunftgründe
aller Art erschöpft — allein du bleibst hartnäckig! Und du
willst mich lieben? Du, die nicht einmal ihren Eigensinn bekämp-
fen kann, um ihrem Mann eine Gefälligkeit zu erweisen? Geh',
geh', sage mir nie wieder, daß du mich liebst.

6. Decline throughout in the singular and plural, den dummen
Worten.

7. Translate into English:—

Auf der Straße sah er die Leute zusammenstehen und hörte sie
miteinander hastig reden. Überall tönte sein Name hervor, und
selten wurde er mit Liebe genannt. Nur an einer Straßenecke
klagten sich zwei Bettler ihr Leid, denn seine Hand war freigebig
5 gegen sie gewesen. Das tat ihm wohl, und im Vorbeigehen warf
er jedem ein Goldstück in den Schoß. Trotz seines Kummer
mußte er lächeln über die verdunkelten Gesichter, mit denen sie an
der Wand des Hauses, wo sie saßen, emporsehen und nach einem
offenen Fenster hin ihre Danksayungen ableierten und sich nicht
10 genug wundern konnten; denn dort wohnte der größte Geizhals
in der ganzen Stadt.

8. Give the third person singular, present indicative, of
wurde, genannt, gewesen, warf, emporsehen.

9. Translate into English:—

Zwei Schuljungen trafen eine alte Frau, die einen Esel die Landstraße entlang trieb. „Guten Morgen, Esel“, sagte einer von ihnen, indem er das Tier anredete. „Und guten Morgen, auch, Mutter des Esels“, sagte der andere, mit einem Blick auf die alte Frau. Er wünschte sie zu ärgern; er hatte aber keinen Erfolg, denn sie antwortete nur: „Guten Morgen, mein Sohn.“

10. Translate into English:—

Ein junger Arzt ging in einem Park spazieren und sah einen wohlgekleideten Mann plötzlich die Hände zum Gesicht erheben, als wäre er in großem Schmerz. Der Doktor fragte ihn, was ihm fehle. „Mir ist eine Mücke oder so etwas ins Auge gekommen“, war die Antwort, „und es tut schrecklich weh.“ „Ich bin Arzt“, sagte der andere, „ich werde es in einem Augenblick heraushaben.“ Er wendete sodann des Mannes Augenlider um, suchte sorgfältig nach der Mücke, fand aber nichts. Anstatt es jedoch dem Manne zu sagen, blies er ihm scharf ins Auge und sagte: „Es wird jetzt gleich wieder gut sein.“ Der Mann dankte ihm und der Doktor setzte seinen Spaziergang fort. Einige Zeit danach wurde er von einem Knaben gefragt, wie spät es sei. Er führte die Hand an die Uhrtasche, aber die Uhr war fort.

UNIVERSITY JUNIOR MATRICULATION

ONTARIO

PASS EXAMINATION

JUNE, 1921

GERMAN COMPOSITION

A

Translate into German :—

1. The gardener and his wife were working in their large garden. We picked some of the flowers. They are more beautiful than ours.
2. Will you have some asparagus, William? No, thank you; I prefer potatoes. But I am thirsty. Please give me a glass of milk.
3. My sister and his have always been good friends. They spend almost every summer together in the country.
4. My youngest brother has lived in Europe five years. He speaks French and reads German very well now.
5. I hope that the weather will be fine to-morrow. We are going to rise early and make a long excursion. We shall return at half-past seven in the evening.
6. Last Thursday I had to go to the doctor. "What is the matter with you?" he said to me. "I can not tell you," I replied, "but I have no appetite."
7. This traveller has visited many lands. He was more than half a year in France and also several weeks in London, the largest city of the world.
8. Do you know the gentleman who lives in that house? Yes, I know who lives there. I like his house better than the larger one near it.
9. "Can you tell me what time it is?" "Yes," I said as I drew my watch from my pocket, "it is now exactly ten minutes to nine."
10. I should have stayed longer if I had had more money. But we had a very pleasant time, although we had to return earlier than we wished.
11. This cloth is rather dear. It costs five marks a yard. How much of it shall I cut off for you?
12. Karl, you should be ashamed of yourself. This week you have come late to school three times.

[OVER]

Translate into German :—

He had been born in a small village in the country, and he loved it dearly still and visited it as often as he could in order to see his father and mother. Yet he did not think it a misfortune that he now had to live and work in a great city. To the stranger who knows none of the people in them the houses of the long streets of the city are by no means so interesting as those of a smaller town with their flower-gardens and their trees. But behind these doors and windows and walls dwell men and women and children who are, perhaps, as happy as the people in the country. The chief difference is, that there are more circles in the large city than in the village, and that they are more sharply separated from one another.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

PASS EXAMINATION

JUNE, 1921

GREEK AUTHORS AND GRAMMAR

A

1. Translate into English :—

(α) πρὸς ταῦτα Κλέαρχος ἀπεκρίνατο· “Ἡμεῖς οὔτε συν-
ήλθομεν ὡς πολεμήσουντες βασιλεῖ, οὔτε ἐπορεύομεθα ἐπὶ
βασιλέα· ἀλλὰ Κῦρος ἀνήγαγεν ἡμᾶς ἐνθάδε. ἐπεὶ δὲ ἐωρῶμεν
αὐτόν ἐν ἀπόροις ὄντα, ἡσχύνθημεν προδοῦναι αὐτόν. νῦν δὲ,
5 ἐπεὶ Κῦρος τέθνηκεν, οὔτε βουλόμεθα κακῶς ποιεῖν τὴν βασιλέως
χώραν, οὔτε ἀποκτείνειν αὐτόν· πορευοίμεθα δ’ ἂν οἴκαδε, εἴ τις
μὴ λυποίῃ ἡμᾶς· ἐὰν δέ τις ἀδικῇ ἡμᾶς, πειρασόμεθα ἀμύνασθαι
αὐτόν.” ὁ δὲ Τισσφέρνης ἀκούσας εἶπε· “Ταῦτα ἐγὼ ἀπαγγελῶ
βασιλεῖ· αἱ δὲ σπονδαὶ μενόντων, μέχρι ἂν πάλιν ἦκω.” ὁ δ’
10 οὖν ᾤχετο.

(β) ἐνταῦθα ἦν ὄρος μέγα, καὶ ἐπὶ τούτου οἱ Κόλχοι παρα-
τεταγμένοι ἦσαν. καὶ τὸ μὲν πρῶτον οἱ Ἕλληνες ἀντιπαρετάξαντο
φάλαγγα· ἔπειτα δὲ ἔδοξε τοῖς στρατηγοῖς ποιῆσαι ὀρθίους τοὺς
λόχους. Ξενοφῶν δὲ ἀπιὼν ἐπὶ τὸ εὐώνυμον ἀπὸ τοῦ δεξιοῦ
15 ἔλεγε τοῖς στρατιώταις· “Ἄνδρες, οὗτοι οὓς ὁράτε μόνοι ἔτι
κωλύουσιν ἡμᾶς τὸ μὴ ἤδη εἶναι, ἐνθα πάλαι ἐσπεύδομεν ἀφ-
ικέσθαι. τούτους, εἰάν πως δυνώμεθα, δεῖ καὶ ὠμούς καταφαγεῖν.”

2. (a) Account for the difference in tense between ποιεῖν (l. 5) and ἀποκτείνειν (l. 6).

(b) Identify ἐωρῶμεν (l. 3), μενόντων (l. 9).

(c) Explain the mood of ὄντα (l. 4), πορευοίμεθα (l. 6),
ἀδικῇ (l. 7), ἦκω (l. 9); the voice of ἀμύνασθαι (l. 7); the tense
of παρατεταγμένοι ἦσαν (ll. 11, 12), καταφαγεῖν (l. 17).

(d) Give the derivation and literal meaning of ἀπόροις
(l. 4).

(e) Explain the use of ὡς (l. 2), μὴ (l. 16).

3. Give a brief account of Clearchus and of his activities prior to joining the expedition of Cyrus.

[OVER]

4. How did Xenophon come to be connected with the expedition of the “Ten Thousand?”

B

5. Translate into English :—

- (a) “Ἀτρεΐδῃ, νῦν ἄμμε παλιμπλαγχθέντας οἶω
ἀψ’ ἀπονοστήσειν, εἴ κεν θάνατόν γε φύγοιμεν,
εἰ δὴ ὁμοῦ πόλεμός τε δαμᾷ καὶ λοιμὸς Ἀχαιοῦς·
ἀλλ’ ἄγε δὴ τινα μάντιν ἐρείομεν ἢ ἱερῆα,
5 ἢ καὶ ὄνειροπόλον—καὶ γάρ τ’ ὄναρ ἐκ Διὸς ἐστίν—
ὅς κ’ εἴποι ὅ τι τόσσον ἐχώσατο Φοῖβος Ἀπόλλων,
εἴτ’ ἄρ’ ὅ γ’ εὐχολῆς ἐπιμέμφεται εἴθ’ ἐκατόμβης,
αἶ κέν πως ἀρνῶν κνίσσης αἰγῶν τε τελείων
βούλητ’ ἀντιάσας ἡμῖν ἀπὸ λοιγὸν ἀμῦναι.”
- 10 (b) αὐτὰρ ὁ ἔγνω ἥσιν ἐνὶ φρεσὶ φώνησέν τε·
“χαίρετε, κήρυκες, Διὸς ἄγγελοι ἡδὲ καὶ ἀνδρῶν,
ἄσσον ἴτ’· οὐ τι μοι ὕμμες ἐπαίτιοι, ἀλλ’ Ἀγαμέμνων,
ὃ σφῶϊ προΐει Βρισηΐδος εἵνεκα κούρης.
ἀλλ’ ἄγε, διογενὲς Πατρόκλεες, ἔξαγε κούρην
15 καὶ σφῶϊν δὸς ἄγειν· τὼ δ’ αὐτὼ μάρτυροι ἔστων
πρὸς τε θεῶν μακάρων πρὸς τε θνητῶν ἀνθρώπων,
καὶ πρὸς τοῦ βασιλῆος ἀπηνέος, εἴ ποτε δὴ αὐτε
χρεῖῳ ἐμείο γένηται ἀεικέα λοιγὸν ἀμῦναι
τοῖς ἄλλοις· ἢ γὰρ ὅ γ’ ὀλοιῇσι φρεσὶ θύει.”

6. Explain :—

- (a) the case of τόσσον (l. 6), εὐχολῆς (l. 7), κνίσσης (l. 8),
ἡμῖν (l. 9), ἐμείο (l. 18) ;
(b) the mood of ἐρείομεν (l. 4), βούλητ’ (l. 9), ἄγειν (l. 15) ;
(c) the use of ἀπὸ (l. 9).

7. Identify ἔγνω (l. 10), προΐει (l. 13), ἔστων (l. 15).

8. Write the Attic forms of ὕμμες (l. 12), ἐμείο (l. 18).

9. Write out lines 1-3, marking the quantity of each syllable and indicating the division into feet.

10. Sketch briefly the character of Achilles as indicated in the work prescribed for this examination.

UNIVERSITY JUNIOR MATRICULATION
ONTARIO

PASS EXAMINATION

JUNE, 1921

GREEK ACCIDENCE, SYNTAX, AND
SIGHT TRANSLATION

1. Decline, in both singular and plural, ἡμᾶς, τὸ εἶδος; in the singular only, εὐεργέτης, πονερά τάξις, πάσῃ ὁδῶ; in the plural only, ἔλπις, τρεῖς.

2. Give (in the same gender, number, and case) the other degrees of comparison of the following adjectives: μεγάλη, φοβερωτάτη, κρείττον, καλῶ, ῥαδίου, τάχιστα, πιστός.

3. Give the nominative, singular and plural (all genders), of :—

- (a) the present active participle of τιμάω;
- (b) the second aorist active participle of βαίνω;
- (c) the perfect active participle of λύω;
- (d) the aorist passive participle of δοκέω.

4. Give the following forms :—

- (a) The third person plural of the present subjunctive active of εἶναι, ὄρᾶν, τιθέναι.
- (b) The second person singular of the aorist indicative of κτείνω in both the active and the middle voice.
- (c) The first person plural of the present optative active of δίδωμι, εἶμι (go).

5. Identify the following verb forms: ἐώρων, ἀπαγγελῶ, ὑπέσχετο, ἀπήγαγεν, παρείχεν, προπεμφθέντες, γεγενημένους, φανεῖται, λάθοιεν, ἔδραμεν.

[OVER]

6. Explain the reason for the case of each of the underlined nouns and pronouns, and for the mood of each of the underlined verbs in the following sentences :—

(a) Νικῶντες μὲν οὐδένα ἂν ἀποκτείναιμεν.

(b) Ὅρῳ σε φυλαττόμενον ἡμᾶς.

(c) Τίς οὖν οὐκ ἂν βούλοιτο φίλος εἶναί σοι ;

(d) Ἴππεῖς ἐκτείνουν πάντας, οἷς ἐντυγχάνοιεν.

(e) Ἐρωτώμενος δὲ ὅτου δέοιτο, ἔφη “ἀσκῶν δισχιλίων”.

7. Translate into English :—

(*Seuthes proposes to strike a sudden blow : the enemy are taken by surprise.*)

Ἦνίκα δ' ἦν ἀμφὶ μέσας νύκτας, Σεύθης παρῆν ἔχων ἱππέας καὶ πελταστὰς καὶ ὀπλίτας. καὶ οἱ μὲν ἡγοῦντο, οἱ δὲ πελτασταὶ εἶποντο, οἱ δ' ἱππεῖς ὠπισθοφυλάκουν. ἐπεὶ δὲ ἡμέρα ἦν, ὁ Ζεύθης ἐκέλευσε τοὺς Ἕλληνας περιμένειν καὶ ἀναπαύεσθαι. αὐτὸς δ' ἔφη σκέψεσθαι. σκεψάμενος δὲ ἦκε πάλιν καὶ ἔλεγεν· “Ἄνδρες, καλῶς ἔσται, ἂν θεὸς θέλῃ. λήσομεν γὰρ τοὺς πολεμίους ἐπιπεσόντες. ἀλλ' ἐγὼ μὲν ἡγήσομαι τοῖς ἵπποις· ὑμεῖς δὲ ἔπεσθε. ἥξομεν εἰς κώμας πολλὰς τε καὶ εὐδαίμονας.” Ἦνίκα δ' ἦν ἀμφὶ μέσον ἡμέρας, ὁ Σεύθης ἤδη ἦν ἐπὶ τοῖς ἄκροις· καὶ κατιδὼν τὰς κώμας ἦκεν ἐλαύνων πρὸς τοὺς ὀπλίτας καὶ ἔλεγεν· “Ἀφήσω ἤδη τοὺς μὲν ἱππέας καταθεῖν εἰς τὸ πεδίου, τοὺς δὲ πελταστὰς πρὸς τὰς κώμας· ὑμεῖς δὲ ἔπεσθε ὡς τάχιστα.” μετὰ ταῦτα ὥχετο, καὶ οἱ Ἕλληνες εἶποντο. ἐπεὶ δὲ ἦσαν ἐν ταῖς κώμαις, Σεύθης, ἔχων τριάκοντα ἱππέας, προσελάσας εἶπε τῷ Ξενοφῶντι· “Δεῖ νῦν ἡμᾶς καταμένειν ἐν ταῖς κώμαις, μέσται γάρ εἰσιν ἀνθρώπων καὶ δέδοικα μὴ οἱ πολέμιοι ἐργάσωνται ἡμᾶς κακόν τι.”

σκέπτομαι—reconnoitre.

λανθάνω—escape the notice of.

ἀφίημι—send away, let go.

προσελαύνω—ride up.

ἐργάζομαι—work, do.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

PASS EXAMINATION

JUNE, 1921

SPANISH AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate:—

El sol se había retirado ya del paseo, aunque anduviese todavía por las ramas de los árboles y las fachadas de las casas. Los lejanos palacios del paseo de Recoletos resplandecían en aquel instante como si fuesen de plata. El salón estaba ya lleno de gente.

Después de discutir con violencia y de rechazar enérgicamente las proposiciones conciliadoras, Lolita se encerró en un silencio sombrío Al fin volvió lentamente la cabeza hacia Asunción. La pobre niña seguía en la misma postura, abatida, ocultando siempre el rostro con las manos.

2. Give the 1st sing. pres. indic. and subjunc. of *había*, *resplandecían*, *fuesen*, *estaba*, *rechazar*, *encerró*, *volvió*, *seguía*.

3. *Conciliadoras*. What adjectives ending in “-or” remain unchanged in the feminine. Give examples.

4. Translate:—

No sé quién refirió a mi tía nuestros amores; ello es que los supo, que me amonestó con dureza, amenazándome con hacerme marchar a madrid, después de escribírselo todo a mi padre; y desde entonces la joven no volvió a mi casa, y tuve diariamente que saltar las tapias de su jardín para verla y hablarle sin que su madre lo advirtiera, pues también se oponía a nuestras amorosas relaciones.

Así estaban las cosas, cuando hace poco más de diez años caí gravemente enfermo, atacado de unas calenturas contagiosas.

5. *Ello es*. Explain the use of *ello* as the subject of a verb.

6. *La joven*. Give the plural form.

7. From what verbs are the following forms derived: *refirió*, *advirtiera*, *caí*.

[OVER]

B

8. Translate :—

Un banquero escribía una carta a su corresponsal de Cádiz, pero apenas la había acabado de firmar, cuando le dió un ataque a la cabeza y quedó muerto en el acto.

Un empleado de la casa, al dar curso a la correspondencia del día, tomó esta carta, e imitando la letra del banquero, escribió debajo por vía de posdata (*postscript*):

—Después de ésta escrita me he muerto, pero no por eso se interrumpirán nuestras relaciones, porque todo lo dejo en buen orden.

La cerró, la selló y la envió al correo.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

PASS EXAMINATION

JUNE, 1921

SPANISH COMPOSITION

A

Translate into Spanish:

1. My youngest brother is taller than John.
2. He intends to visit Mr. Martínez to-morrow morning.
3. I bought a gold watch from the clerk, and paid twenty-six dollars for it.
4. I wish you would go and look for my niece. She has just gone out into the street.
5. They have been studying Spanish for eleven months.
6. I arrived a week ago. I did not know anyone in the city.
7. It is colder to-day than it was yesterday. Our faces are cold.
8. What is your name? My name is Mary.
9. French girls are very polite.
10. Tell the servant to bring us knives, forks and spoons. Bring them to us.
11. Where can my books be? They are probably on the table in your bedroom. Do not give them to him.
12. What time was it when they arrived? It was a quarter to seven.
13. My brother goes to bed at half-past ten o'clock and gets up at a quarter past six.

B

Write in Spanish an essay of about 150 words on *one* of the following topics:

- (a) La ballena del Manzanares.
- (b) Las vacaciones.
- (c) El verano en el Canadá.
- (d) Un viaje.
- (e) La niña del vigía.



PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

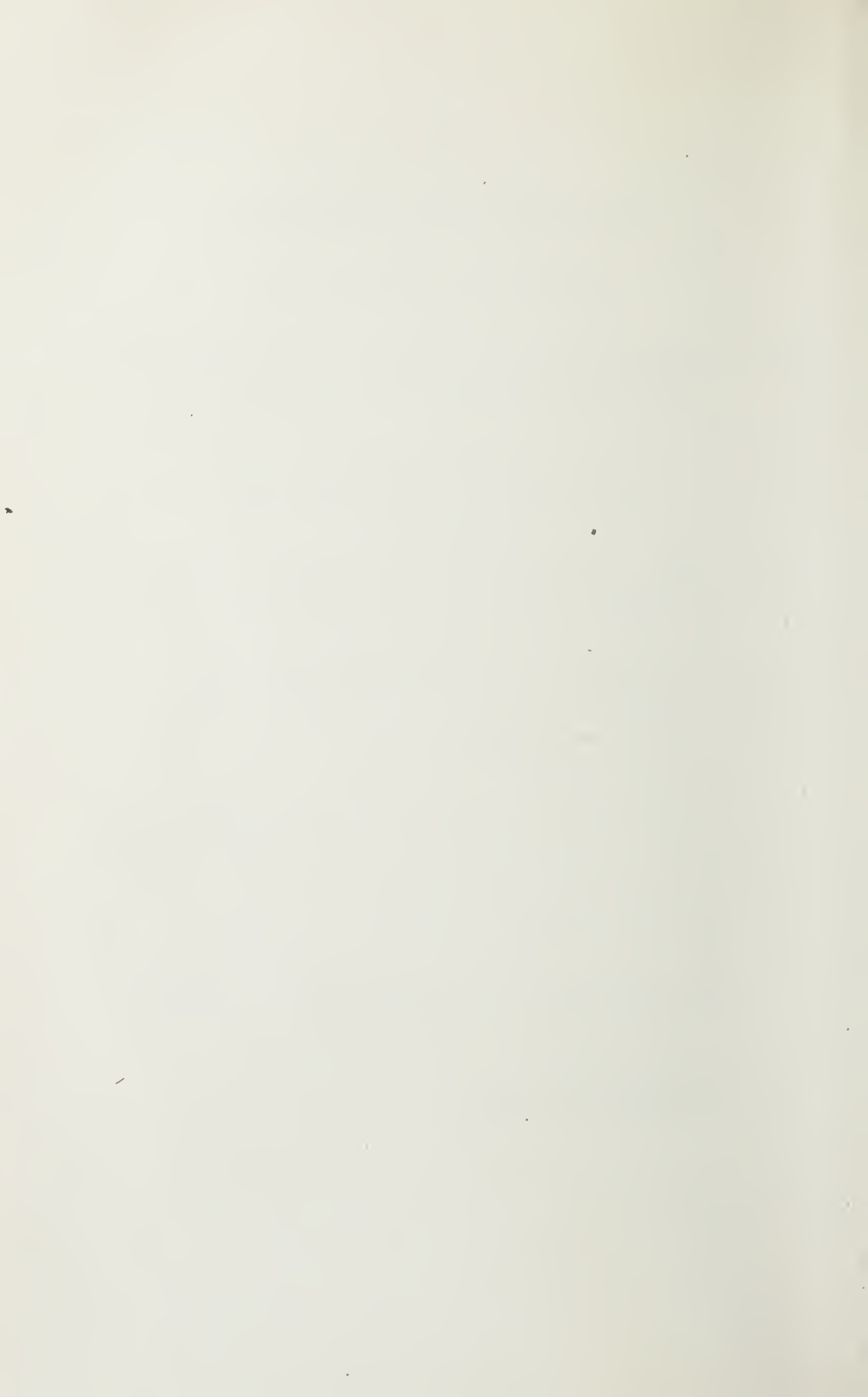
PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH COMPOSITION

NOTE :—*The candidate shall not use in his composition any name which might indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. A Hallow-e'en adventure.
2. The drop in prices.
3. An argument for or against boxing as a High School sport.
4. A railway station at train time.
5. Getting the children off to school.
6. The aims and activities of the organization I like best.
(Girl Guides, Boy Scouts, Cadets, Literary Society, etc.)
7. Taking the census.
8. A deserted homestead.



PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH LITERATURE

1. Quote (a) and *either* (b) or (c) of the following:—

- (a) Twelve consecutive lines from *The Merchant of Venice*, beginning, “The quality of mercy is not strained”.
- (b) The sonnet beginning, “It is not to be thought of that the Flood”.
- (c) Four consecutive stanzas from *In Memoriam*.

2. (a) Without referring to anything Portia says or does in *The Merchant of Venice*, show how the dramatist gives the reader a strong sense of her worth.

(b) What various purposes are served in the play by (i) Gratiano, and (ii) Jessica?

(c) What defence might Shylock have offered at the trial for his conduct towards Antonio?

3. (a) Sketch the character of Michael from Wordsworth’s poem.

(b) In your own words, *not* by quotation, write a summary of the ideas expressed in Wordsworth’s sonnet on Milton.

4. (a) Why was Bedivere reluctant to cast Excalibur away?

(b) State and illustrate the features of the song in *The Brook* that make it pleasing to you.

[OVER]

5. State the connection in which each of the following passages is found :—

- (a) An evil soul, producing holy witness,
Is like a villain with a smiling cheek ;
A goodly apple rotten at the heart :
O, what a goodly outside falsehood hath !
- (b) For so the whole round earth is every way
Bound by gold chains about the feet of God.
- (c) I will begin again
With many tasks that were resigned to thee :
Up to the heights, and in among the storms,
Will I without thee go again, and do
All works which I was wont to do alone.
- (d) What this may be I know not, but I know
That, wheresoe'er I am by night and day,
All earth and air seem only burning fire.
- (e) A little while I stood,
Breathing with such suppression of the heart
As joy delights in ; and with wise restraint,
Voluptuous, fearless of a rival, eyed
The banquet.

6. Express in simple language the meaning of the italicized parts of each of the following :—

- (a) Nor of those
Who *dabbling in the fount of fictive tears*,
And nursed by mealy-mouth'd philanthropies,
Divorce the Feeling from her mate the Deed.
- (b) Meek, *yielding to the occasion's call*,
And all things suffering from all,
Thy function apostolical
In peace fulfilling.
- (c) *Authority forgets a dying king*,
Laid widow'd of the power in the eye
That bow'd the will.
- (d) *The quality of mercy is not strained*.
- (e) *Soft stillness and the night*
Become the touches of sweet harmony.

THE SCHOLAR

My days among the Dead are past ;
 Around me I behold,
 Where'er these *casual* eyes are cast,
 The mighty minds of old :
 5 My *never-failing* friends are they,
 With whom I converse day by day.

With them *I take delight in weal*
 And seek relief in woe ;
 And while I understand and feel
 10 How much to them I owe,
 My cheeks have often been *bedew'd*
 With tears of *thoughtful* gratitude.

My thoughts are with the Dead ; with them
 I live in long-past years,
 15 Their virtues love, their faults condemn,
 Partake their hopes and fears.
 And from their lessons seek and find
 Instruction with an humble mind.

My hopes are with the Dead, *anon*
 20 My place with them will be,
 And I with them shall travel on
 Through all Futurity ;
 Yet leaving here a name, I trust,
 That will not perish in the dust.

(a) What lines in the above poem specially justify the title it bears ?

(b) Who are "the Dead" to whom the poet refers, and in what sense can he converse with them ?

(c) "How much to them I owe" (l. 10). For what gifts does he admit he owes them a debt ?

(d) What is the nature of the hope he cherishes ?

(e) Explain the force of the italicized words.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

BRITISH AND CANADIAN HISTORY

NOTE:—*Seven questions constitute a full paper, the one under A, three from B, and three from C.*

A

NOTE:—*Candidates will take this question.*

1. (a) Give the location of each of the following: Copenhagen, Plains of Abraham, Navy Island, Fort Chipewyan, St. Helena, Lundy's Lane, Sebastopol, Lucknow.

(b) State an important historical fact connected with each.

B

NOTE:—*Only three questions to be attempted in B. If a candidate writes on the four questions, only the first three attempted will be valued.*

2. Describe the Canadian Rebellion of 1837-38, under the following heads:—

(a) Causes leading to the rebellion in Upper Canada.

(b) The steps taken after the rebellion to relieve the grievances.

3. Give an account of the career of any *two* of the following:

(a) Joseph Howe.

(b) Sir Guy Carleton.

(c) Lord Durham.

4. Give an account of each of the following:—

(a) The Pacific Scandal.

(b) The National Policy.

(c) The federal system of government in Canada.

5. Explain how each of the following treaties affected the boundaries of Canada:—

(a) The Peace of Paris (Treaty of Versailles), 1783.

(b) The Ashburton Treaty of 1842.

(c) The Oregon Treaty of 1846.

[OVER]

C

NOTE :—*Only three questions to be attempted in C. If a candidate writes on the four questions, only the first three attempted will be valued.*

6. (a) Describe the causes which led to the revolt of the American colonies.

(b) Give an account of the struggle from the surrender of Burgoyne to the end of the war.

7. (a) Give an account of the struggle which led to the repeal of the Corn Laws.

(b) How did the repeal of these laws affect England?

8. (a) Describe the circumstances which led to the passing of the Catholic Emancipation Bill of 1829.

(b) Outline the demands of the Chartists and show how far the demands have been met.

9. Describe the career and achievements of Wellington.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ANCIENT HISTORY

NOTE:—*Seven questions constitute a full paper, the one under A, three from B, and three from C.*

A

NOTE :—*The candidate will take this question.*

1. (a) Give the location of each of the following: Carthage, Syracuse, The Rubicon, Massilia, Zama, Troy, Marathon, Saguntum.

(b) State an important historical fact connected with each.

B

NOTE :—*Only three questions to be attempted. If a candidate writes on more than three questions of B, only the first three attempted will be valued.*

2. State what has been learned of the following as a result of archaeological excavations of recent years:—

(a) Early Cretan civilization.

(b) Mycenaean civilization.

3. (a) Explain the origin and nature of the Delian Confederacy.

(b) Trace the steps by which the Confederacy grew into the Athenian Empire.

4. Give an account of any *three* of the following: Aristides, Demosthenes (the orator), Epaminondas, Plato.

5. (a) Discuss the effect of the great victory of the Greeks over the Persians in the fifth century, B.C.

(b) Explain the causes, direct and indirect, of the Peloponnesian War.

[OVER]

6. Give an account of Alexander the Great under the following heads :—

- (a) His early life and education.
- (b) His work as a soldier.
- (c) His character and his work as a statesman.

C

NOTE :—*Only three questions to be attempted. If a candidate writes on more than three questions of C, only the first three attempted will be valued.*

7. Describe the government of Rome under the Kings, under the following headings :—

- (a) The powers and duties of the King.
- (b) The Assembly and the Senate.
- (c) The chief religious officials and their duties.

8. Give an account of each of the following and show its importance in Roman history :—

- (a) The first secession of the Plebeians.
- (b) The Decemvirs and the Twelve Tables.

9. Describe the career and achievements of Pompey the Great.

10. Discuss the part played in Roman history by any *two* of the following :—

- (a) Scipio Africanus.
- (b) Gaius Gracchus.
- (c) Cicero.

11. Describe the age of Augustus under the following heads :—

- (a) Public improvements.
- (b) Literature.
- (c) Religion and morals.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ALGEBRA

1. (a) Simplify $2b - a[b + \{b - 2c(b - a)\} - a]$, and find the numerical value of the result when $a = -3$, $b = 2$, and $c = 0$.

(b) Divide $x^3 + y^3$ by $x + y$ and use the result to write down, without dividing, the quotient of $(a + b)^3 + 8c^3$ by $a + b + 2c$.

2. (a) Factor $ax^2 + by^2 - ay^2 - bx^2$.

(b) Reduce to lowest terms:

$$\frac{3x^3 + 2x^2 - 9x - 6}{5x^3 - 3x^2 - 15x + 9}.$$

(c) Simplify $\frac{a^2 - 4ab + 4b^2}{a^2 - 4b^2} - \frac{3ab - 15b^2}{a^2 - 3ab - 10b^2}$.

3. Solve:—

$$(a) \quad \frac{7x + 16}{21} - \frac{1}{4} = \frac{x}{3} + \frac{43}{4(4x - 11)}.$$

$$(b) \quad \sqrt{x - 3} + \sqrt{2x + 1} = 2\sqrt{x}.$$

$$(c) \quad \frac{3}{x} + \frac{8}{y} = 3, \quad \frac{15}{x} - \frac{4}{y} = 4.$$

4. (a) If m and n are the roots of the equation $3x^2 + 4x + 5 = 0$, find the value of $\frac{1}{m} + \frac{1}{n} + \frac{1}{mn}$.

(b) Find in its simplest form the equation of which the roots are $3 \pm \sqrt{-7}$.

[OVER]

5. (a) Simplify

$$\left(a^{\frac{1}{3}} b^{-\frac{2}{3}} c^0\right)^3 \times \left(a^{-\frac{1}{2}} b^{\frac{3}{4}} c^{\frac{1}{2}}\right)^2 \div \left(a^2 b^3 c^{-2}\right)^{-\frac{1}{2}}.$$

(b) Divide $x^{\frac{3}{2}} - xy^{-\frac{1}{2}} + x^{\frac{1}{2}}y^{-1} - y^{-\frac{3}{2}}$ by $x^{\frac{1}{2}} - y^{-\frac{1}{2}}$.

6. In a municipal election B had a majority of 120 over A. It was found however that $\frac{1}{4}$ of those who were expected to vote for A and $\frac{1}{5}$ of those who were expected to vote for B did not vote. If these had voted as expected A would have had a majority of 50. Find the total number of votes in the municipality.

7. A cyclist leaves A and travels north at a uniform speed. At the same time a second cyclist leaves a point 3 miles east of A and travels east at a uniform speed. One hour after starting the shortest distance between them is 17 miles, and $2\frac{1}{2}$ hours later the distance is 53 miles. Find the rate of each.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GEOMETRY

A

(Draw the figures accurately, using only ruler and compasses, show all construction lines and describe the method of construction, but do not give proofs.)

1. (a) Construct a figure ABCDE from the following measurements: $AB = 2\frac{1}{2}$ inches, $\angle ABC = 135^\circ$, $\angle BAE = 120^\circ$, $AE = 1\frac{7}{8}$ inches, $AC = 4$ inches, $ED = 2\frac{1}{4}$ inches, and $DC = 3\frac{3}{4}$ inches.

(b) From D in the above figure, drop a perpendicular DP on AB. Measure DP.

B

(Draw the figures, describe the method of construction, and give proofs.)

2. On a given straight line describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

3. From a circle ABCD cut off a segment ABC containing an angle equal to one-third the angle in the remaining segment ADC.

C—THEOREMS

4. If in two triangles, KLM and RST, the two sides LK and LM are respectively equal to the two sides SR and ST, the side KM will be greater or less than the side RT according as the angle L is greater or less than the angle S.

5. If two chords of a circle are unequal the greater is nearer to the centre than the less.

[OVER]

6. The areas of similar polygons are proportional to the squares on the corresponding sides.

7. If from any point in the base of an isosceles triangle perpendiculars are drawn to the equal sides, the sum of these perpendiculars is equal to the perpendicular from an extremity of the base to the opposite side.

8. The base MN of a triangle MLN is bisected at O . The angles LOM and LON are bisected by straight lines which meet the sides, ML and NL , in R and T respectively. Prove that RT is parallel to MN .

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

PHYSICS

1. How would you demonstrate the presence of nodes and loops in a vibrating string?

2. Describe a simple experiment which illustrates the interference of sound-waves.

3. An open organ-pipe is 12 feet long. Describe the system of nodes and loops produced (a) when it is blown gently, (b) when it is blown vigorously.

4. (a) Describe how the *fixed points* on a thermometer are determined.

(b) By means of a diagram show the graduations on the Centigrade and Fahrenheit thermometers.

5. Twenty grams of ice at the melting point is dropped into 250 grams of water at 10°C . Find the resulting temperature. (Heat of fusion of ice is 80.)

6. Describe the process of heating a house by hot water, and explain the part taken in this process by conduction, convection, and radiation, respectively.

7. Light falls upon the surface of water whose index of refraction is $\frac{4}{3}$, the angle of incidence being 60° . Draw an accurate diagram to determine the path of the light in the water; and state the relation between the velocities of light in air and in water.

8. A candle is placed 60 cm. in front of a convex mirror of radius of curvature 20 cm. Draw a diagram to show the position of the image and its approximate size.

[OVER]

9. Describe how you would find experimentally the focal length of a diverging lens.

10. (a) Draw a diagram to show the distribution of lines of force about a bar-magnet.

(b) Draw a second diagram showing what change occurs when a piece of soft iron is placed near one of the poles of the magnet.

11. Describe experiments which show clearly that there are two kinds of electrification (or electrical charges).

12. (a) Explain how to measure an electric current by means of its chemical effects.

(b) How would you make an electro-magnet? Illustrate your answer with a diagram on which the direction of the current and the polarity of the electro-magnet are shown.

13. (a) What is an alternating current?

(b) Describe how the current is transmitted from a water-fall to a city and then into our houses. (Give a diagram showing the relative positions of generator, transformers, transmission lines, and the wires within the house.)

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

PASS MATRICULATION, AND MIDDLE SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

CHEMISTRY

1. (a) Describe in detail a convenient laboratory method to determine approximately the percentage by volume of nitrogen in the air. Make a diagram of the apparatus used.

(b) How would you show, experimentally, the presence of (i) carbon dioxide, (ii) water vapour, in the air of a classroom?

2. Explain what is meant by the following statements:—

(a) Nitric acid is an oxidizing agent.

(b) The NO_3 of nitric acid is an acid radicle.

(c) The molecular weight of ammonia is 17 grams.

3. Describe an experiment to show the action of,—

(a) sulphur dioxide as a bleaching agent;

(b) sulphuric acid as a dehydrating agent;

(c) charcoal as a means of removing offensive odours.

4. (a) Write the formula of (i) potassium sulphide, (ii) calcium sulphate, (iii) ammonium sulphite.

(b) Describe the visible changes and write equations denoting the reactions that take place when,—

(i) hydrogen sulphide is passed into a solution of copper sulphate;

(ii) ammonium hydroxide is neutralized by hydrochloric acid;

(iii) nitric oxide is allowed to diffuse into air;

(iv) a small quantity of mercury oxide is heated strongly in a test tube.

[OVER]

5. Describe a laboratory method of preparing and collecting any *two* of: (a) acetylene, (b) ammonia, (c) hydrogen chloride. State one important commercial use of each of the substances prepared.

6. (a) 100 grams of a substance is found to contain 80 grams of carbon and 20 grams of hydrogen. Its vapour is fifteen times as heavy as hydrogen. What is the formula of the substance? ($C = 12$, $H = 1$).

(b) 104 grams of zinc is acted on by a sufficient amount of a 30 per cent. solution of hydrochloric acid to complete the reaction.

(i) What weight of the solution is required?

(ii) What volume of hydrogen measured at standard temperature and pressure is evolved?

($Zn = 65$, $Cl = 35.5$.)

7. (a) Compare chlorine, bromine, and iodine as regards state and colour at ordinary temperature.

(b) Write the equations expressing the chemical reactions when chlorine is passed through a solution of (i) potassium bromide, (ii) potassium iodide.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

LATIN AUTHORS

A

1. Translate into English :—

- (a) "o miseri, quae tanta insania, cives ?
credit is avectos hostes ? aut ulla putatis
dona carere dolis Danaum ? sic notus Ulixes ?
aut hoc inclusi ligno occultantur Achivi,
5 aut haec in nostros fabricata est machina muros
inspectura domos venturaque desuper urbi;
aut aliquis latet error : equo ne credite, Teucri.
quidquid id est, timeo Danaos et dona ferentes."
sic fatus validis ingentem viribus hastam
10 in latus inque feri curvam compagibus alvum
contorsit.
- (b) tum Danai gemitu atque ereptae virginis ira
undique collecti invadunt, acerrimus Ajax,
et gemini Atridae, Dolopumque exercitus omnis :
15 adversi rupto ceu quondam turbine venti
confligunt, Zephyrusque, Notusque, et laetus Eois
Eurus equis : stridunt silvae, saevitque tridenti
spumeus atque imo Nereus ciet aequora fundo.
illi etiam, si quos obscura nocte per umbram
20 fudimus insidiis totaque agitavimus urbe,
apparent; primi clipeos mentitaque tela
adgnoscent, atque ora sono discordia signant.

2. Write out and divide into feet ll. 2, 18, and 22, and mark the quantity of each syllable, including that of the last syllable in each line.

3. Who is the speaker in (a) ? Explain briefly what two subsequent events nullified the effect of his warning.

[OVER]

4. (a) *gemini Atridae* (l. 14); What were their names?
 (b) *mentita tela* (l. 21); Explain the significance of *mentita* in the present connection.
5. Name and account for the case of *dolis* (l. 3), *equis* (l. 17), *sono* (l. 22).

B

6. Translate into English:—
- (a) Dum haec geruntur, nostris omnibus occupatis, qui erant in agris reliqui, discesserunt. Secutae sunt continuos complures dies tempestates, quae et nostros in castris continerent et hostem a pugna prohiberent. Interim barbari
 5 nuntios in omnes partes dimiserunt paucitatemque nostrorum militum suis praedicaverunt et, quanta praedae faciendae atque in perpetuum sui liberandi facultas daretur, si Romanos castris expulissent, demonstraverunt.
- (b) Sed postea quam non nulli principes ex ea civitate ad
 10 Caesarem venerunt et de suis privatis rebus ab eo petere coeperunt, quoniam civitati consulere non possent, veritus ne ab omnibus desereretur, legatos ad Caesarem mittit: Sese idcirco ab suis discedere atque ad eum venire noluisse, quo facilius civitatem in officio contineret, ne omnis nobilitatis
 15 discessu plebs propter imprudentiam laberetur.

7. Name and account for the case of *nostris* (l. 1), *dies* (l. 3), *civitati* (l. 11).

8. Account for the tense of *geruntur* (l. 1); and for the mood of *continerent* (ll. 3, 4), *daretur* (l. 7), *expulissent* (l. 8), *possent* (l. 11), *desereretur* (l. 12).

9. Account for the use of *quo* (l. 13).
10. Give the principal parts of *continerent*, *consulere*, *laberetur*.

C

11. Translate into English:—

(Curio, while preparing to attack Utica, is himself
 attacked by king Juba's forces.)

His rebus gestis Curio se in castra ad Bagradam recipit atque universi exercitus conclamatione imperator appellatur posteroque die exercitum Uticam ducit et prope oppidum castra ponit. Nondum opere castrorum perfecto, equites nuntiant magna auxilia equitum peditumque ab rege missa Uticam venire;

eodemque tempore vis magna pulveris cernebatur, et statim primum agmen erat in conspectu. Novitate rei Curio permotus praemittit equites, qui primum impetum sustineant ac morentur; ipse celeriter ab opere deductis legionibus aciem instruit. Equitesque committunt proelium et, priusquam plane legiones explicari et consistere possent, tota auxilia regis impedita ac perturbata, quod nullo ordine et sine timore iter fecerant, in fugam coniciunt equitatuque omni fere incolumi, quod se per litora celeriter in oppidum recepit, magnum peditum numerum interficiunt.

explico—unfold.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

LATIN COMPOSITION AND GRAMMAR

A

1. Decline together :—
 - (a) in the singular only : *illa navis* ;
 - (b) in the plural only : *flumen altius*.
2. Write :—
 - (a) the accusative singular of *obses, opus, eques, vir, is* (neuter only) ;
 - (b) the ablative singular of *rex, urbs, iter, civis, ager* ;
 - (c) the genitive plural of *pars, hostis, legio, nox, miles*.
3. Give the other degrees of comparison of *diu, inferior, creber, magis, late*.
4. Write :—
 - (a) the present infinitive passive of *mitto, defero, video* ;
 - (b) the third person plural of the future indicative active of *defendo, convenio, nuntio* ;
 - (c) the third person singular of the present subjunctive active of *iubeo, solvo, possum* ;
 - (d) the genitive of the gerund of *progredior, pello, redeo* ;
 - (e) the accusative singular masculine of the present participle active of *pono, nolo, hortor*.

B

5. Translate into Latin :—
 - (a) Do not go away.
 - (b) Let us do this.
 - (c) He reached the town.
 - (d) He left the camp.
 - (e) There was a ten-foot rampart in front of the camp.
 - (f) He came on the third day with two legions.
 - (g) He marched toward the south more than three miles.

[OVER]

6. Translate into Latin:—

(a) On learning of this danger he determined to bring the rest of the men across.

(b) They asked Caesar not to injure them.

(c) They promised to do whatever he commanded as quickly as possible.

(d) We could not find out what plan Caesar had formed (*inire*) for taking the city.

(e) If you surrender the town before night all of you will be spared.

(f) Caesar ordered this man to visit all the towns he could.

(g) Fearing that the messenger had been taken prisoner he set out himself to warn the Romans what great danger they were in.

(h) He had marched the whole way without baggage so that his men were all ready for battle.

(i) You must give the enemy no opportunity of attacking you while you are embarking.

C

7. Translate into Latin:—

The enemy's horsemen made a vigorous attack on our cavalry, with the result, however, that our men were superior to them at every point and drove them back to the woods and hills. But after cutting down many of them they pursued with too great eagerness and lost several men. But the enemy, after an interval, dashed out suddenly against our men when they were off their guard (*imprudens*) and were engaged in fortifying the camp. Attacking those who had been placed on guard in front of the camp, they fought with great spirit. Caesar sent two cohorts as a reinforcement, but the enemy broke through and escaped in safety.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

FRENCH AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English :—

C'était l'amuseur de toute une partie de la ville qu'il voulait voir, qu'il voulait avoir, le petit François, et qu'il n'aurait pas et ne verrait pas, puisqu'il était là, couché, sans forces dans son lit blanc !

5 Le soir, Jacques Legrand apporta à l'enfant un clown articulé, tout cousu de paillons, qu'il avait acheté, dans un passage, très cher. Le prix de quatre de ses journées de mécanicien ! Mais il en eût donné vingt, trente, il eût donné le prix d'une année de son labeur, pour ramener un sourire
10 aux lèvres pâles du malade.

2. (a) Write the past participle and the third person plural of the present indicative of *voulait* (l. 2), and *verrait* (l. 3).

(b) *eût* (l. 8). What other part of this verb could have been used instead of *eût* ?

(c) Write the infinitive of *cousu* (l. 6).

3. Translate into English :—

“Que vous êtes joli ! que vous me semblez beau !

Sans mentir, si votre ramage

Se rapporte à votre plumage,

Vous êtes le phénix des hôtes de ces bois.”

5 A ces mots le corbeau ne se sent pas de joie ;

Et, pour montrer sa belle voix,

Il ouvre un large bec, laisse tomber sa proie.

4. (a) Write the past participle and the third person plural of the future of *sent* (l. 5), *ouvre* (l. 7).

(b) Write the singular of *des hôtes* (l. 4).

(c) *Que* (l. 1). What other word is often used in exclamations instead of *que* ?

[OVER]

B

5. Translate into English :—

Il était tombé à genoux près de la fenêtre, les mains jointes, demandant à Dieu de l'inspirer et ne pouvant trouver en lui la force nécessaire pour une décision, lorsque Catherine, qu'il n'avait point encore aperçue, sortit tout à coup de la
 5 foule. En la voyant si belle et si éplorée, Jehan ne put résister plus longtemps ; il se leva d'un bond et il se penchait au balcon pour l'appeler, lorsqu'un vieillard parut à son tour marchant avec peine et conduit par un enfant. Jehan reconnut son père, et la parole s'arrêta sur ses lèvres. Il se
 10 rappela tout à coup les soins qu'il avait reçus du vieillard, la tendresse dont il avait été entouré, les conseils utiles qui lui avaient été donnés ; tous les souvenirs de ses jeunes années semblèrent se réveiller pour faire cortège au vieillard.

6. (a) Write the infinitive of *jointes* (l. 2), *aperçue* (l. 4).

(b) Write the third person plural, present indicative, of *sortit* (l. 4), *parut* (l. 7), *conduit* (l. 8), *rappela* (l. 10), *reçus* (l. 10).

C

7. Translate into English :—

CABOUSSAT, *mettant la lettre dans sa poche*. De quel diable de défaut a-t-il voulu me parler ? (*Blanche paraît habillée.*) Tiens ! tu as fait toilette ? . . . tu vas sortir ?

BLANCHE, *revenant par le premier plan à droite*. Oui, je
 5 dois, depuis longtemps, une visite à notre voisine, madame de Vercelles . . . C'est une famille très influente et très portée pour ton élection . . . je prendrai la voiture.

CABOUSSAT. Un mot seulement . . . Blanche, as-tu quelquefois songé à te marier ?

10 BLANCHE, *sournoisement*. Moi ? . . . jamais, papa !

CABOUSSAT. Enfin, s'il se présentait un parti honorable . . . un bon jeune homme . . . affectueux, rangé . . . jamais de liqueurs . . . excepté dans son café . . .

BLANCHE, *à part*. Monsieur Edmond !

15 CABOUSSAT. Éprouverais-tu quelque répugnance ?

BLANCHE, *vivement*. Oh ! non ! . . . c'est-à-dire . . . je ferai tout ce que tu voudras.

CABOUSSAT. Moi, je désire que tu sois heureuse . . . c'est bien le moins . . . après ce que tu fais pour moi . . .

20 BLANCHE. Quoi donc ?

CABOUSSAT. Eh bien ! . . . (*Regardant autour de lui.*) Mes discours, mes lettres . . .

BLANCHE, *avec embarras*, Je les recopie.

CABOUSSAT. Oui . . . c'est convenu . . . nous ne devons pas en
25 parler . . . (*Il l'embrasse au front.*) Va . . . et reviens bien vite. (*Blanche sort par le fond-milieu.*)

8. (a) Write the past participle of *mettant* (l. 1), *paraît* (l. 2), *tiens* (l. 3), *revenant* (l. 4), *prendrai* (l. 7).

(b) *songé* (l. 9). What other word, with the same meaning, might be used instead of *songé* ?

(c) *à droite* (l. 4). Account for the "e" in *droite*.

D

9. Translate into English :—

Tu verras plus tard, me dit-il, l'utilité de ce qui te paraît aujourd'hui ridicule. Ta mère a peur que tu sois marin, je ne le souhaite pas non plus ; car aujourd'hui, si on entre avec enthousiasme dans la marine à quinze ans, on en sort souvent à quarante avec dégoût. Mais tu as la passion des voyages, c'est chez toi une vocation de famille, et il faut s'arranger pour donner satisfaction à ta vocation et aux désirs de ta mère. Je voudrais donc que tu fusses comme celui, dont tu lisais l'autre jour la vie, je voudrais te préparer à voyager dans des pays peu connus, au profit de ta patrie que tu enrichirais de plantes nouvelles et d'animaux utiles, au profit de la science dont tu serais un soldat. Voilà qui vaut mieux que d'être marin ; et si cela se réalise, tu verras que ce que je veux t'apprendre aujourd'hui te rendra de réels services.

Habituellement je l'accompagnais dans toutes ses courses ; quelquefois cependant il s'embarquait seul pour aller étudier tout à son aise les cris des oiseaux à l'île.

Un jour qu'il était ainsi parti avant que je fusse levé, nous fûmes très surpris de ne pas le voir revenir à l'heure du dîner. Le temps était calme, la mer tranquille ; il n'y avait en apparence aucun danger.

Le soir, il n'arriva pas et mon compagnon alluma un grand feu de fagots sur le point le plus élevé de l'île. Je voulus rester auprès de lui ; il m'envoya à mon lit.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

FRENCH COMPOSITION

A

Translate into French :—

1. We travel. 2. He is throwing. 3. You understand. 4. Do you see? 5. Who knows. 6. They can. 7. I am reading. 8. We write. 9. I shall come. 10. You will be able.

B

Translate into French :—

1. The month of September has come and we are going to write something easy, but I find French difficult.
2. It has been too hot this summer; I don't like hot weather. It will soon be colder, will it not?
3. We left for France on the eighth of July and came back on the eleventh of August.
4. We shall go to the concert at a quarter to eight and shall arrive at a quarter after eight; we shall be at home at half-past ten.
5. She was born in Canada; she is fifteen years old. She has studied well and speaks French a little.
6. If you do not hurry, the train will have left; you have only thirteen minutes.
7. When we were taking a walk, we met some friends who were going to the station.
8. We got up early this morning, because we wish to do a great deal of work before twelve o'clock.
9. In winter we enjoy ourselves on the ice. Sometimes there is too much snow, but we skate almost every evening.
10. Where is my key? I lost it; or did I leave it at home? Here it is in my pocket.
11. Can you come to our house, before you leave the city? We are always glad to see you.
12. You will go to your uncle's next week; you will admire the country, where there are many fine things.

[OVER]

13. Let us begin at once ; we must play better this evening and it is late now.
14. I forgot what you said to me. What were you saying ? Tell me where you have been.
15. I see an old gentleman before the fire ; he is smoking his pipe and talking of the beautiful days that are past.

C

Translate into French:—

Having made her nest in that part of the country where it was very hot and dry in summer, the little bird and her little ones were suffering very much, for they were very thirsty. If it had rained, there would have been enough water, but the rain had not come. The mother could not go away and stay near a river, because the four young birds would die. While she was looking for water, she found a little in a bottle. She threw many little stones into the water and soon she brought some to her little ones who were so glad to get it. Afterwards, she gave them some bread that she had found and they were stronger and passed a good night.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

GERMAN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION.

A

1. Translate into English :—

Das Gemach, in welchem unsre Geschichte beginnt, sah sehr einfach und nüchtern aus. An den geweißten Wänden, deren einzigen Schmuck ein paar vergilbte Landkarten bildeten, standen zwei schmale Betten, ein Bücherbrett und ein Kleiderschrank, auf
5 welchem eine Erdfugel Platz gefunden hatte. Die Mitte des Zimmers nahm ein langer, mit vielen Tintenflecken gezielter Tisch ein, und an dem Tisch saßen auf harten Holzstühlen zwei Knaben von etwa zwölf Jahren.

Der Blonde brütete über einer schwierigen Stelle des Kornelius
10 Nepos und wälzte seufzend das schwere Lexikon; der Braune aber mühte sich, aus einer neunstelligen Zahl die Kubikwurzel zu ziehen. Der Philologe hieß Hans, der Mathematiker Heinz.

2. Give the third person singular, present indicative, of sah, standen, saßen, ziehen, hieß.

3. Translate into English :—

„Was schert mich Weib, was schert mich Kind,
Ich trage weit bessres Verlangen;
Laß sie betteln gehn, wenn sie hungrig sind,—
Mein Kaiser, mein Kaiser gefangen!

Gewähr' mir, Bruder, eine Bitt':
Wenn ich jetzt sterben werde,
So nimm meine Leiche nach Frankreich mit,
Begrab' mich in Frankreichs Erde.

Das Ehrenkreuz am roten Band
Sollst du aufs Herz mir legen;
Die Flinte gib mir in die Hand
Und gürt' mir um den Degen.

[OVER]

So will ich liegen und hórchen still,
 Wie eine Schildwach', im Grabe,
 Bis einst ich höre Kanonengebrüll
 Und wiehernder Rósse Getrabe.

Dann reitet mein Kaiser wohl über mein Grab,
 Viel Schwerter klirren und blißen;
 Dann steig' ich gewaffnet hervor aus dem Grab,—
 Den Kaiser, den Kaiser zu schützen!"

4. Give the first person singular, imperfect indicative, of
 trage, laß, sterben, nimm, legen.

B

5. Translate into English:—

Ausdorf (leise zu Alfred). Da haben wir die Bescherung,
 das ganze weibliche Geschlecht haben wir uns auf den Hals
 gehakt.

Alfred (leise). Was sollen wir tun?

5 Ausdorf (leise). Lieber Sohn, tun Sie, was Sie wollen;
 mir verdirbt die Geschichte das Frühstück, und wenn ich nicht mit
 gehöriger Seelenruhe gefrühstückt habe, schmeckt mir das Mittags-
 essen nicht.

Alfred. Aber wir können doch nicht nachgeben?

10 Ausdorf. Mein Sohn, das ist ein Streit, bei dem kein
 Mensch etwas gewinnt; ich habe mich hinreißen lassen, bin etwas
 ärgerlich geworden, aber jetzt kehrt meine Ruhe zurück. Die
 Frauen haben so unrecht nicht, am Ende ist es eben so eigensinnig,
 etwas hartnäckig zu verlangen, als es hartnäckig zu verweigern.

15 (Spricht leise weiter.)

Emma (leise). Hätte ich geahnt, daß die Sache so weit führen
 würde, ich hätte es gleich anfangs als Scherz genommen und
 seinen Willen getan, — jetzt kann ich es nicht mehr.

6. Decline throughout in the singular and plural, das ganze
 Geschlecht.

7. Translate into English:—

Als der Wagen im Dorf anlangte, sprang er hinab und eilte
 auf dem wohlbekannten Fußwege zu der Hütte seiner Mutter.
 Mit pochendem Herzen begrüßte er das stille, einsame Licht, das
 ihm aus dem Fenster entgegenschimmerte. Seine Knie zitterten,
 5 kaum vermochte er sich fortzubewegen, ihm war es, als ginge er
 einer Entscheidung über Leben und Tod entgegen. Als er in den

Flur des kleinen Häuschens trat, bemerkte er Licht durch die offene Türspalte, die zu dem Wohnzimmer seiner Mutter führte, und hörte wohlbekannte Stimmen. Er hielt an, um zu lauschen. Hier
10 brauchte er nicht die Wirkung des wunderbaren Steines; denn es wurde schon von ihm gesprochen.

8. Give the nominative plural of Dorf, Hütte, Mutter, Fenster, Entscheidung.

C

9. Translate into English:—

General Wolfe wurde bei Quebec tödlich verwundet. Als er noch lebte, rief ein Offizier, der bei ihm stand, aus: „Seht, wie sie laufen.“ — „Wer läuft?“ rief Wolfe. „Der Feind“, sagte der Offizier. „Dann sei Gott gelobt“, rief Wolfe, „ich werde glücklich sterben“. Er starb gleich nachher, erst dreiunddreißig Jahre alt. Der französische General, Montcalm, wurde in derselben Schlacht getötet.

10. Translate into English:—

Ein Edelmann baute ein prächtiges Haus und schrieb auf dessen Vorderseite: Dies Haus wird dem ersten, der beweisen kann, daß er ganz zufrieden ist, gegeben werden. Eines Tages klopfte ein Fremder an die Türe und bat, mit dem Herrn sprechen zu dürfen. „Ich bin gekommen“, sagte er, „Besitz von diesem Hause zu nehmen, denn Sie versprachen, es dem ersten zu geben, der beweisen kann, daß er vollkommen zufrieden ist. Ich bin bereit zu beschwören, daß ich voll und ganz zufrieden bin; Sie werden, daher, bitte, mir gestatten, sofort Besitz zu nehmen.“ Der Eigentümer erwiderte: „Sie haben ganz recht, und ich versichere Sie, daß ich ganz gewiß tun werde was ich versprochen habe, aber erlauben Sie mir, zu bemerken, daß, wenn Sie vollkommen zufrieden sind, es unmöglich ist, daß Sie wünschen, von meinem Hause Besitz zu nehmen. Und wenn Sie sagen, Sie wünschen es nicht, so will ich Sie nicht zwingen, es gegen Ihren Wunsch anzunehmen“.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

GERMAN COMPOSITION

A

Translate into German :—

1. We passed the summer very pleasantly in the country. My sister's house there is larger than mine in the city.
2. I came late to school yesterday. The teacher was angry. I said: "I am very sorry, but my watch is not right."
3. The day before yesterday was my mother's birthday. My two brothers and I presented her with some flowers. We gave her one for each year.
4. From this high mountain one can see so much at once,—fields and woods, villages with their pretty roofs, and in the background a large river.
5. A year has twelve months, fifty-two weeks, and usually three hundred and sixty-five days. School begins in September and in June come the holidays.
6. Our good old friend has been quite ill recently. He had gone to the city to make some purchases, and had got too tired.
7. I like to go to the theatre once a week. But one must have time and also money to do that.
8. I was walking in the park a few days ago. A boy, who was going to school, said to me: "What time is it?" I answered: "A quarter-past ten."
9. The lady has been a teacher in the city of Ottawa many years. She says that she is going to make a trip to England this summer.
10. This wine costs ten marks a bottle. He has bought five pounds of sugar. Here are two pairs of shoes,—one for each of your two children.
11. This is a beautiful poem, children. We have read it three or four times. Let me see now who can repeat it.
12. Karl has not come to school to-day. Who can tell me what has become of him? I hope that he is not ill.

[OVER]

B

Translate into German :—

The good old Uncle was not married. He had not succeeded, as he said, in doing that. But he was nevertheless very happy, for he loved the many children of his brothers and sisters as if they had been his own. It was a great delight to him to go with them when they went to the theatre for the first time. It was the custom in all the families that no child should do that until it was twelve years old. The first piece was always the "Magic Flute", because their father and grandfather before them had seen that first. And a great work it is, with the wonderful serpent, the fire and the water, and especially the beautiful music. Their uncle had seen it thirty-seven times, and he knew it by heart.

UNIVERSITY JUNIOR MATRICULATION ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

GREEK AUTHORS AND GRAMMAR

A

1. Translate into English :—

(a) καὶ ὁ Σωκράτης συμβουλεύει τῷ Ξενοφῶντι ἐλθεῖν εἰς Δελφοὺς καὶ ἀνακοινῶσαι τῷ θεῷ περὶ τῆς πορείας· ὁ δὲ Ξενοφῶν ἐλθὼν ἐπῆρετο τὸν Ἀπόλλω τίνι ἂν θεῶν θύοι καὶ εὐχοίτο, ὥστε κάλλιστα πορεύεσθαι τὴν ὁδὸν καὶ καλῶς πράξαι. καὶ ὁ
5 Ἀπόλλων ἐσήμηνεν αὐτῷ θεοὺς, οἷς ἔδει θύειν. ἐπεὶ δὲ πάλιν ἦλθεν, ἔλεξε τὴν μαντείαν τῷ Σωκράτει. ὁ δὲ ἠτιᾶτο αὐτὸν, ὅτι οὐ πρῶτον ἡρώτα πότερον εἶη ἄμεινον αὐτῷ πορεύεσθαι ἢ μένειν, ἀλλ' ὅτι αὐτὸς ἐπιθυμήσας ἵεναι ἡρώτα ὅπως ἂν κάλλιστα πορευθείη. “Ἐπεὶ μέντοι οὕτως ἦρου,” ἔφη ὁ Σωκράτης, “ταῦτα
10 χρὴ ποιεῖν ὅσα ὁ θεὸς ἐκέλευσεν.”

(b) “Ἀλλὰ,” ἔφη ὁ Ξενοφῶν, “τὸ χωρίον, ὃ δεῖ ἡμᾶς διελθεῖν, σχεδὸν τρία ἡμίπλεθρά ἐστι· τούτου δὲ ὅσον πλέθρον δασύ ἐστι πίτυσι μεγάλαις, ὑφ' αἷς ἐστηκότες ἄνδρες οὐδὲν ἂν
15 πᾶσχοιεν ὑπὸ τῶν κυλινδουμένων λίθων. τὸ δὲ λοιπὸν χωρίον γίγνεται ὡς ἡμίπλεθρον, ὃ δεῖ παραδραμεῖν, ὅταν οἱ πολέμιοι λήγωσι βάλλοντες τοὺς λίθους. πορευόμεθα οὖν ἐνταῦθα, ἔνθεν δεήσει ἡμῖν παραδραμεῖν μικρόν τι, καὶ ῥάδιον ἔσται ἀπελθεῖν, ἔαν βουλώμεθα.”

2. Explain :—

- (a) the mood of θύοι (l. 3), πορεύεσθαι (l. 4), εἶη (l. 7);
- (b) the case of ὁδὸν (l. 4), αὐτῷ (l. 7), ἡμίπλεθρά (l. 12);
- (c) the mood of λήγωσι (l. 16), δεήσει (l. 17).

3. (a) Express ἐστηκότες (l. 13) by a clause.

(b) Describe the use of the participles κυλινδουμένων (l. 14), βάλλοντες (l. 16).

4. Give the principal parts of παραδραμεῖν (l. 17).

5. Sketch the story of the expedition of Cyrus.

[OVER]

B

6. Translate into English :—

- (a) Ἡ τοι ὅ γ' ὥς εἰπὼν κατ' ἄρ' ἔξετο, τοῖσι δ' ἀνέστη
 ἥρως Ἀτρεΐδης εὐρυκρείων Ἀγαμέμνων
 ἀχνύμενος· μένεος δὲ μέγα φρένες ἀμφὶ μέλαιναι
 πίμπλαντ', ὅσσε δέ οἱ πυρὶ λαμπετόωντι εἵκτην·
 5 Κάλχαντα πρότιστα κάκ' ὀσσόμενος προσέειπε·
 “ μάντι κακῶν, οὐ πώ ποτέ μοι τὸ κρήγυον εἶπας·
 αἰεὶ τοι τὰ κάκ' ἐστὶ φίλα φρεσὶ μαντεύεσθαι,
 ἐσθλὸν δ' οὔτε τί πω εἶπας ἔπος οὔτ' ἐτέλεσσας.”
- (b) “ ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῆσι·
 10 χερσὶ μὲν οὐ τοι ἔγωγε μαχήσομαι εἵνεκα κούρης
 οὔτε σοὶ οὔτε τῷ ἄλλῳ, ἐπεὶ μ' ἀφέλεσθέ γε δόντες·
 τῶν δ' ἄλλων ἃ μοί ἐστι θοῇ παρὰ νηὶ μελαίνῃ,
 τῶν οὐκ ἂν τι φέροις ἀνελὼν ἀέκοντος ἐμεῖο·
 εἰ δ' ἄγε μὲν πείρησαι, ἵνα γνῶωσι καὶ οἶδε·
 15 αἰψά τοι αἶμα κελαινὸν ἐρωήσῃ περὶ δουρί.”
 Ὡς τὼ γ' ἀντιβίοισι μαχησαμένῳ ἐπέεσσιν
 ἀνστήτην, λῦσαν δ' ἀγορὴν παρὰ νηυσὶν Ἀχαιῶν.

7. Identify πίμπλαντ' (l. 4), εἵκτην (l. 4), τῷ (l. 11).

8. (a) Name and account for the case of τοῖσι (l. 1), μένεος (l. 3), κάκ' (l. 5), μ' (l. 11).

(b) Explain the mood of μαντεύεσθαι (l. 7).

9. Give the Attic forms for προσέειπε (l. 5), ἐτέλεσσας (l. 8), βάλλεο (l. 9), μαχήσομαι (l. 10), ἐμεῖο (l. 13), ἀνστήτην (l. 17).

10. Write out and scan lines 1-3, marking the quantity of each syllable.

11. Write brief notes on Calchas, Nestor, Briseis.

UNIVERSITY JUNIOR MATRICULATION
ONTARIO

SUPPLEMENTAL PASS EXAMINATION

September, 1921

GREEK ACCIDENCE, SYNTAX, AND
SIGHT TRANSLATION

1. Decline together, in both singular and plural, ἔθνος πολύ; in the singular only, πόλις; in the singular only (in all three genders), οὐδέν; and in the plural only (in all three genders), οὔτος.

2. Give the nominative singular, the genitive singular, and the dative plural of ἵππέας, κήρυκας, ἡγεμόνας, σέ.

3. Compare the adverbs corresponding to these adjectives : ἱκανός, ἀσεβής, βραδύς, ἀγαθός, καλός.

4. Give the following forms :—

(a) The infinitives (using the same voice and tense) of ἔγνωσαν, ἐφοβήθη, λάβοιεν, νικᾷ, ἀποκρινάμενοι.

(b) The third person singular imperfect indicative active of φημί, πολεμέω.

(c) The first person plural of the aorist optative active, and the first person plural of the imperfect indicative middle, of ἵστημι.

(d) The second person singular of the aorist indicative of γίγνομαι.

5. Distinguish in meaning the active and middle voices of παύω, αἰρέω, φοβέω.

6. Identify the following forms, giving in each case the first person, present indicative, of the verb from which the form comes : ἡξιούν, κατεκόφθησαν, κατήγγειλαν, ληφθῶμεν, εἶπετο, ἐπιδῶτε, ἔτρωσαν, συντεταγμένοι.

[OVER]

7. (a) Without translating, explain the syntax of the underlined words in the following :—

- (i) Πορευοίμεθα δ' ἂν οἴκαδε, εἴ τις μὴ λυποίῃ ἡμᾶς.
- (ii) Οἱ Ἕλληνες ἔθρον ἐπὶ τὰ ὄπλα, νομίζοντες τοὺς βαρ-
βάρους αὐτίκα ἤξειν ἐπὶ τὸ στρατόπεδον.
- (iii) Ὁ μὲν Κλέαρχος ὠμολογεῖτο ὑπὸ πάντων γενέσθαι
ἄνῆρ πολεμικός.
- (iv) Τοῖς πολεμίοις πολλοὶ ἵπποι εἰσίν.
- (v) Ἐχὼ δύο ἄνδρας οὓς ἔλαβον ζῶντας ὅπως εἶεν ἡγεμόνες
ἡμῖν τῆς ὁδοῦ.

(b) Write (iv) above in indirect discourse after a secondary tense of (a) φημί and (b) λέγω.

8. Translate into English :—

(Cyrus attacks the Persians; his death.)

Κῦρος δὲ ὁρῶν τοὺς Ἕλληνας διώκοντάς τινας τῶν πολεμίων, καίπερ προσκυνούμενος ἤδη ὡς βασιλεὺς ὑπὸ τῶν ἀμφὶ αὐτὸν, ὅμως οὐκ αὐτὸς συνεδίωκεν· ἀλλὰ ἔχων τοὺς σὺν ἑαυτῷ ἑξακοσίους ἱππέας ἐσκόπει ὃ τι βασιλεὺς ποιήσοι. καὶ γὰρ ᾗδει ὅτι ἐκεῖνος ἔχοι τὸ μέσον τοῦ Περσικοῦ στρατεύματος. καὶ βασιλεὺς δὴ τότε, ἔχων τὸ μέσον τῆς ἑαυτοῦ στρατιᾶς, ὅμως ἔξω τοῦ εὐωνύμου κέρατος τοῦ Κύρου ἦν. ἐπεὶ δὲ οἱ Ἕλληνες οὐκ ἐμάχοντο αὐτῷ, ἐπέκαμπτεν ὡς κυκλώσων τοὺς Ἕλληνας. ἔνθα δὴ Κῦρος ἐλαύνει ἀντίος, καὶ νικᾷ τοὺς ἑξακισχιλίους τοὺς πρὸ βασιλέως· καὶ ἀπέκτεινεν Ἀρταγέρσην τὸν ἄρχοντα αὐτῶν τῇ ἑαυτοῦ χειρὶ. ἐνταῦθα δὴ ὁ Κῦρος καθορᾷ βασιλέα καὶ τὸ ἀμφὶ ἐκείνον στῖφος καὶ εὐθὺς εἰπὼν, “Τὸν ἄνδρα ὁρῶ,” ἐλαύνει ἐπὶ αὐτὸν καὶ τιτρώσκει διὰ τοῦ θώρακος. ἐν δὲ τούτῳ ἀκοντίζει τις Κῦρον ὑπὸ τὸν ὀφθαλμὸν καὶ Κῦρός τε αὐτὸς ἀπέθανεν.

προσκυνέω—salute.

σκοπέω—watch.

ἐπικάμπω—bend in.

ἀντίος—against.

στῖφος—crowd.

ἀκοντίζω—strike with a javelin (with accusative).

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH COMPOSITION

NOTE:—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. Luke in the city. (To be based on Wordsworth's *Michael*.)
2. "Prices went up a step at a time; they can't come down the banister".
3. Fashions in clothes.
4. Good roads.
5. Compulsory education for everyone to the age of sixteen.
6. Games as an essential part of High School education.
7. A great coal strike.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH LITERATURE

1. Quote any *two* of the following:—

- (a) Five consecutive stanzas from *To the Cuckoo*.
- (b) The first fourteen lines of *Oenone*.
- (c) The twelve lines beginning, "How sweet the moonlight sleeps."

2. (a) Describe the skilful procedure by which in *The Merchant of Venice* Shylock induces Antonio finally to sign the bond.

(b) (i) What reasons does Morocco give for choosing the gold casket, and Arragon for choosing the silver one?

(ii) Apart from their value in revealing the character of Morocco and Arragon, what purposes are served by the scenes in which they make their choice of the caskets?

3. (a) Point out various details in *King Henry the Fourth, Part I*, that raise doubts regarding Hotspur's capacity as a leader.

(b) What evidence does the play afford that Falstaff is a person of some importance?

(c) (i) Write a character-sketch of Glendower.

(ii) Show that one feature of his character contributes directly to the failure of the rebellion.

4. (a) In your own words, *not by quotation*, reproduce the thought of Wordsworth's sonnet beginning, "It is not to be thought of".

(b) State what you consider the excellences of Tennyson's *Morte d'Arthur*, illustrating your statements from the poem.

[OVER]

(c) Divide the italicized lines of the following passage into feet, and indicate with distinguishing marks the stressed and unstressed syllables :—

So that my vigour, wedded to thy blood,
Shall strike within thy pulses, like a God's,
To push thee forward thro' a life of shocks,
Dangers, and deeds, until endurance grow
Sinew'd with action, and the full-grown will
Circled thro' all experiences, pure law,
Commeasure perfect freedom,

5. In respect of any *five* of the following passages, indicate the connection in which each occurs :—

- (a) For God's sake, lords, convey my tristful queen ;
For tears do stop the flood-gates of her eyes.
- (b) Pray thee, take pain
To allay with some cold drops of modesty
Thy skipping spirit ; lest, through thy wild behaviour,
I be misconstrued in the place I go to.
- (c) I pray thee, pass before my light of life
And shadow all my soul, that I may die.
- (d) And twenty of these puny lies I'll tell ;
That men shall swear I have discontinued school
Above a twelvemonth.
- (e) A hundred thousand rebels die in this,
Thou shalt have charge and sovereign trust herein.
- (f) Yet, would that Thou, with me and mine,
Hadst heard this never-failing rite ;
And seen on other faces shine
A true revival of the light
Which Nature and these rustic Powers,
In simple childhood, spread through ours !
- (g) And from them rose
A cry that shiver'd to the tingling stars,
And, as it were one voice, an agony
Of lamentation.

6. Express in simple language the meaning of the italicized parts in each of the following :—

- (a) I speak not this *in estimation*,
As what I think might be, but what I know
Is ruminated, plotted, and set down,
And only stays but to behold the face
Of that occasion that shall bring it on.

- (b) In faith, he is a worthy gentleman,
Exceedingly well read, and *profited*
In strange concealments.
- (c) The quality and *hair* of our attempt
Brooks no division.
- (d) There are a sort of men, whose visages
Do cream and mantle like a standing pond ;
And *do a wilful stillness entertain,*
With purpose to *be dressed in an opinion*
Of wisdom, gravity, profound *conceit.*
- (e) *How many then should cover that stand bare !*
- (f) Not like that Arthur who, *with lance in rest,*
From spur to plume *a star of tournament,*
Shot through the *lists.*
- (g) A deep distress *hath humanized my soul.*

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

HISTORY—FIRST COURSE

NOTE:—*Five questions constitute a full paper.*

1. (a) What was the extent of the Roman Empire in the fourth century?
(b) Show briefly how so large an empire was held in control.
(c) Describe (i) the Roman villa, (ii) the effect of slavery in the Empire.
2. (a) Account for the rise of the feudal system in Europe.
(b) Describe the relations between a vassal and his lord.
(c) What was the relation of the Church to the feudal system?
3. (a) What causes led Europeans to embark on the Crusades?
(b) Over what period of time did the Crusades extend?
(c) How was a Crusade organized?
(d) Estimate the results of the Crusades on Europe.
4. (a) What lands outside of Europe were known to geographers in the fourteenth century?
(b) Show how the achievements of discoverers and explorers affected Europe in Tudor times, 1485–1603.
(c) Give an account of the discoveries and explorations of Portuguese sailors during this period.
5. What were the characteristic features of the humanistic movement in Italy in the fourteenth and fifteenth centuries? Outline the chief effects of the Renaissance movement on European thought and life.

[OVER]

6. What events led up to and what was the historic importance of:—

- (a) The Diet at Worms, 1520;
- (b) The Augsburg Confession;
- (c) The Council of Trent, 1545-1563?

7. What were political and religious conditions in the Netherlands when Philip II became king? Give an outline of the events that led to the independence of the Netherlands.

8. Mark on the accompanying outline map the situation of each of the following and indicate its importance in mediaeval history: Rouen, Gascony, Saxony, Canossa, Hamburg, Chalons, Lombardy, Novgorod, Avignon, Geneva.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

HISTORY—SECOND COURSE

NOTE:—*Five questions constitute a full paper.*

1. (a) What were the aims and achievements of Peter the Great of Russia?

(b) Show how geographical conditions have affected the history of Russia.

2. What led to the outbreak of the Thirty Years War? How did Sweden and France, respectively, become involved in it? State the terms of the treaties of Westphalia.

3. Outline the events that led to the calling of the Estates-General in France, 1789. What were the functions and powers of a French *parlement*?

4. Show the influence of sea-power in the wars with France, 1789-1815.

5. "The overthrow of Napoleon brought with it one of the most complicated problems ever presented to statesmen and diplomatists...the reconstruction of Europe."

(a) What were the difficulties of the problem?

(b) How were these difficulties solved at the time?

6. Show how inventions of machinery and discoveries of new sources of power in modern times have affected conditions under which people live and work.

7. Compare political conditions in Italy in 1830 with those in 1870. Sketch the career of Cavour.

8. Describe and account for the colonial expansion of *either* Great Britain *or* France from 1785 to 1885.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ALGEBRA

NOTE:—*Mathematical tables may be used in question 11.*

1. (a) If $ax + by + cz = 0$, and $lx + my + pz = 0$, find the relation connecting x , y , and z .

(b) Employ the result of (a) to eliminate x , y , and z from the equation, $x^3 + y^3 + z^3 - 3xyz = 0$.

2. Solve:—

(a) $x^2 + y^2 + 3x + 3y = 28$,
 $xy - 6 = 0$.

(b) $xy + 5(x + y) = 47$,
 $yz + 5(y + z) = 65$,
 $zx + 5(z + x) = 55$.

3. Establish the general formula for the sum of a geometric series in terms of the first term, the common ratio, and the number of terms.

4. The sum of three terms of an H. P. is $1\frac{1}{2}$, and the first term is $\frac{1}{2}$; find the series.

5. Divide the difference between $345678e$ and $e678543$ by e in the scale whose radix is 12.

6. Find the sum of the cubes of the first n integers and show that it equals the square of the sum of the first n integers.

7. Find the sum of the series:—

$$1 \times 4 + 3 \times 7 + 5 \times 10 + \dots \text{ to } n \text{ terms.}$$

[OVER]

8. (a) Find the number of combinations of n different things taken r at a time.

(b) Prove that the product of any 7 consecutive numbers is divisible by 7.

9. Twenty persons are to travel by a bus which can carry 12 passengers inside and 8 outside. If 4 of the persons will not travel inside, and 5 will not travel outside, in how many different ways can the passengers be seated, the arrangement of the passengers inside, or outside, not being considered?

10. (a) Find the general term in the expansion of $(a+x)^n$.

(b) If n is an even number, find the greatest coefficient in the binomial expansion.

11. The annual subscription to a certain club is \$50 (payable at the beginning of each year), but a member can secure a life membership by making a single payment of \$1000. If he is satisfied with 3 per cent. per annum for his money, how long must he live to make it worth his while to take a life membership?

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GEOMETRY

NOTE:—*Squared paper, if desired, may be obtained from the Presiding Officer.*

1. Construct a line of length $\sqrt{15}$, a unit of length being assumed.

2. On a given base a triangle is constructed. If the difference between the squares on the two sides is given, show that the vertex must be on one or other of a certain pair of straight lines.

3. P and Q are two points exterior to the line AB and on the same side of it; find the point T on AB where the angle PTA is equal to the angle QTB, and show that, for this position of T in AB, the sum TP + TQ is a minimum.

4. ABCD is a quadrilateral. Show that the diagonals AC, BD produced cut the third diagonal harmonically.

5. If the vertical angle of a triangle is bisected by a straight line which meets the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base together with the square on the straight line which bisects the angle.

6. Mark the points A, B, C—(3, 2), (7, 5), (5, 8)—and without assuming the formula for the purpose find the area of the triangle ABC. Also find the length of BC, and from the results infer the length of the perpendicular from A to the straight line BC.

[OVER]

7. If $(x_1, y_1), (x_2, y_2)$ are two sets of values of x and y that will satisfy the equation $3x + 5y - 7 = 0$, show that the set of values $\left(\frac{lx_1 + mx_2}{l + m}, \frac{ly_1 + my_2}{l + m}\right)$ will also satisfy the equation, and point out the geometrical significance of this result.

8. Write the equation of the straight line,—

(a) through the origin perpendicular to the straight line

$$3x + 4y - 5 = 0;$$

(b) through the point $(2, 3)$ parallel to the line

$$5x - 7y - 11 = 0;$$

(c) through the origin and the intersection of the two straight lines $2x - 3y + 5 = 0$ and $3x + 4y + 7 = 0$.

9. Show that the point $(2, 3)$ is on the circle whose equation is $x^2 + y^2 - 13 = 0$, and, without appeal to the formula for the purpose, find the equation of the tangent to the circle at that point.

10. Find the locus of the point P if the lengths of the tangents from P to the two circles $x^2 + y^2 - 2x - 4y + 1 = 0$ and $x^2 + y^2 + 6x + 10y + 25 = 0$ are equal.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

TRIGONOMETRY

NOTE:—*The candidate may obtain a set of mathematical tables from the Presiding Officer.*

1. One angle of a triangle contains $19^{\circ} 26' 40''$; the circular measure of another angle is $2\frac{3}{4}$. Express the remaining angle in degrees, minutes, and seconds. (Assume $\pi = 3\frac{1}{7}$.)

2. If A , B , and $A - B$ are each $< 90^{\circ}$, show geometrically that $\sin(A - B) = \sin A \cos B - \cos A \sin B$.

3. Assuming previously proven formulae, prove:—

$$(a) \cos 3A = 4 \cos^3 A - 3 \cos A, \text{ for any angle } A.$$

$$(b) \cos A + \cos B - \cos C = 4 \cos \frac{A}{2} \cdot \cos \frac{B}{2} \cdot \sin \frac{C}{2} - 1,$$

for the angles of a triangle.

4. Find the radii of the circles inscribed in and circumscribed about a given triangle in terms of the sides of the triangle.

5. If a , b , c are the sides, A , B , C the angles, and s half the sum of the sides of a triangle, prove that:—

$$(a) \text{ area} = \sqrt{s(s-a)(s-b)(s-c)}.$$

$$(b) \sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

6. The sides of a triangle are respectively 14.7, 23.4, 30.5; find the least angle.

[OVER]

7. Solve *one* of the following:—

(a) Two sides of a triangle are 65 and 84, and the angle between them $54^{\circ} 30'$; find the third side.

(b) In the triangle ABC , $c = 320$, $a = 468$, $C = 32^{\circ} 18'$; find B .

8. The height of the main tower of a university building is 105 feet above the level of the lawn. At a point on the lawn the angle of elevation of the highest point of the tower is $55^{\circ} 42'$, and the angle of elevation of the top of a flag pole standing on the tower is $58^{\circ} 24'$. Find the length of the flag pole.

9. A British officer, at a point A due south of a German stationary balloon, observed the angle of elevation of the balloon to be 54° ; at a point B due west of A , and at a distance of 200 yards from it, the elevation is 47° . Find the height of the balloon.

UNIVERSITY JUNIOR MATRICULATION

ONTARIO

HONOUR AND SCHOLARSHIP EXAMINATION

JUNE, 1921

PROBLEMS

(Scholarship Candidates Only)

NOTE:—*Ten questions constitute a full paper.*

1. In an investigation there is reached an expression $ax^2 + bx + c$ which, it is known, must take the value zero for a certain three different values of x . Find the values of a, b, c .

2. If x is a real number find the smallest value of

$$\frac{x^2 + x - 2}{x^2 + 2x + 3}.$$

3. Assuming that the two infinite series

$$1 + \frac{m}{1} \cdot x + \frac{m(m-1)}{1 \cdot 2} \cdot x^2 + \dots$$

$$1 + \frac{n}{1} \cdot x + \frac{n(n-1)}{1 \cdot 2} \cdot x^2 + \dots$$

may be multiplied to yield a series of powers of x , find a simple expression for the coefficient of x^r .

4. If n points, in general positions in a plane, are joined in all possible ways, find the number of intersections exclusive of the given points.

5. If n is a positive integer and x a positive number less than 1, show that as n is assigned increasing values a point must be reached when x^n has a value which differs from zero by any given number however small.

6. Find the equation of the line through a vertex perpendicular to the corresponding base of the triangle determined by the lines $ax + by + c = 0$, $lx + my + n = 0$, $px + qy + r = 0$.

[OVER]

7. (a) Find the equation of the two tangents drawn from the origin to the circle $x^2 + y^2 + 2gx + 2fy + c = 0$.

(b) If different values are assigned to g, f, c , what relation among g, f, c , will assure that these tangent lines from the origin are always the same lines?

(c) What do the results become if $c = 0$?

8. Show that the lines

$$kx + y = 0, \quad x - ky = 0, \quad kx + y + l = 0, \quad x - ky - l = 0$$

determine a square and find the equations of the diagonals.

9. Two triangles of equal area are inscribed in a circle. Show that the rectangle contained by any two sides of the one is to the rectangle contained by any two sides of the other, as the base of the second is to the base of the first.

10. The middle points of the three diagonals of a complete quadrilateral are collinear.

11. Express $\frac{\sin x + 3 \cos x}{3 \sin^2 x + 2 \sin x \cos x + \cos^2 x}$ as a function of $\tan \frac{x}{2}$.

12. If $x + y + z = xyz$, show that

$$\frac{2x}{1-x^2} + \frac{2y}{1-y^2} + \frac{2z}{1-z^2} = \frac{8xyz}{(1-x^2)(1-y^2)(1-z^2)}.$$

13. Eliminate θ from the equations

$$(a+b) \tan(\theta - \phi) = (a-b) \tan(\theta + \phi),$$

$$a \cos 2\phi + b \cos 2\theta = c.$$

14. P is the point of intersection of AL, BM, CN , the perpendiculars from the vertices of a triangle ABC to the opposite sides. If α, β, γ are the diameters of the circles MPN, NPL, LPM , show that

$$\frac{\beta\gamma}{bc} + \frac{\gamma\alpha}{ca} + \frac{\alpha\beta}{ab} = 1.$$

15. If a, b, c, d are the lengths of the sides of a quadrilateral inscribable in a circle the area of the quadrilateral is

$$\sqrt{(s-a)(s-b)(s-c)(s-d)}$$

where $2s = a + b + c + d$.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

BOTANY

1. Describe the structure of a moss and give its life-history.
2. (a) Describe the structure of a fern.
(b) Compare the process of reproduction in ferns with that in pines, making clear which structures are equivalent in the two processes.
3. (a) Give an account of the roots of plants under the following headings :—
 - (i) Adaptations for growth in soil.
 - (ii) Adaptations for absorption.
 - (iii) Adaptations for other functions.
(b) What are the differences between roots and underground stems ?
4. Describe a plant, its flower included, belonging to *one* of the following orders : Liliaceæ, Gramineæ, Labiataæ.
5. Give an account of the occurrence, structure, and mode of action of stomata.
6. (a) Distinguish between parasitic and saprophytic plants and give one example of each from the flowering plants. What modifications of structure in each of these examples are related to the habit of the plant ?
(b) What is meant by symbiosis ? Give an example.
7. (a) What are the characteristics of plants growing in very dry localities ?
(b) Why do certain flowering plants growing on the seashore between low and high tide levels show many of these same characteristics ?

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HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

ZOOLOGY

1. You are given an earthworm in a quantity of preserving fluid, and a dissecting tray and instruments. Describe your procedure to display the organs in the anterior third of the body. Make a drawing showing the appearance of the organs as thus displayed and label each organ represented.

2. (a) Describe the heart (i) of a fish and (ii) of a mammal.

(b) By means of a diagram show the chief features of the circulation of the blood in each animal.

3. (a) Describe the teeth (i) of the dog, (ii) of the sheep, and (iii) of the frog.

(b) Show the relation existing between the type of dentition and the feeding habits of these three animals.

4. Describe the shoulder-girdle of the frog, the bird, and the cat (or rabbit). Name the bones of the girdle and specify the service each performs in each case.

5. (a) What is meant by the life-history of an animal?

(b) What points should be dealt with in giving the life-history of a crayfish?

6. Describe the external features of a spider.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

PHYSICS

1. (a) State Newton's Second Law of Motion.

(b) If F , t , m , v , represent force, time, mass, and velocity, respectively, express this Second Law by means of an equation involving these quantities.

2. A stone attached to the end of a string is whirled about in a circle.

(a) What causes the tension in the string?

(b) Why is the tension greater when the body is heavier?

(c) Give two practical applications of the phenomenon illustrated here.

3. How would you find experimentally the resultant of two unequal parallel forces acting in the same direction? State the relation between the resultant and the two forces.

4. (a) Explain how a wind from the north-east can drive a sailing ship in an easterly direction.

(b) Two horses are being used to drag a log out of the way. One exerts a force of 400 pounds and the other of 600 pounds, the angle between the two forces being 45° . Find the magnitude and direction of the resultant force exerted.

5. (a) Explain how the swinging of a pendulum illustrates the change of potential energy to kinetic energy.

(b) A body suspended from the end of a cord 200 cm. long is pulled aside through 60° and allowed to swing. Find the velocity of the body when the cord is vertical.

[OVER]

6. (a) How would you show experimentally that the pressure exerted by a liquid at rest is proportional to its depth?

(b) The pressure at the bottom of a lake is 100 pounds per square inch. Find its depth. (A cubic foot of water weighs $62\frac{1}{2}$ lbs.)

7. To a piece of cork weighing 16 grams and having a specific gravity of 0.25 is tied a piece of iron of specific gravity 7.5, and the two float wholly immersed in water. Find the volume of the iron.

8. (a) Describe three experiments which show that water behaves as if it were enclosed in a thin skin or membrane which continually tends to contract.

(b) Show that the surface tension of a liquid is equal to the potential energy per square centimetre of its surface.

9. Describe two experiments which show that when the velocity of a fluid increases its pressure diminishes.

10. (a) What is meant by saying that the *mechanical equivalent of heat* is 4.19×10^7 ergs per calorie?

(b) An electric heater consumes 5.5 amperes of current at 110 volts. At 4 cents per kilowatt-hour, find the cost of using the heater for 4 hours.

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HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

CHEMISTRY

1. Explain the periodic law of Mendelejeff, illustrating by reference to calcium, strontium, and barium.

2. (a) Hydrochloric acid is added to excess of iron. After action ceases, chlorine gas is passed through the liquid for some time. Ammonia is then added. Describe the visible changes and write equations to represent the chemical reactions.

(b) Describe (i) how pig iron is made from iron ore, and (ii) how Bessemer steel is made from pig iron.

3. (a) Describe the laboratory preparation and the properties of hydrogen sulphide, arsine, phosphine.

(b) Find the volume of oxygen required for the complete combustion of 1.7 litres of any *one* of the substances mentioned in (a).

4. (a) On analysis, a gas gives carbon 85.71%, hydrogen 14.29%. If 300 c.c. of the gas at standard temperature and pressure weighs 0.375 grams, write the formula of the gas.

(b) Determine the weight of hydrated sodium carbonate ($\text{Na}_2\text{CO}_3 \cdot 10\text{H}_2\text{O}$) required for the manufacture of 8 tons of sodium hydroxide.

(H = 1, O = 16, C = 12, S = 32, Ca = 40, Na = 23).

5. (a) State the chief chemical and physical differences between a metal and a non-metal. In which class would you place potassium, sulphur, antimony? Give reasons in the case of each element.

(b) Explain the following terms, giving an example of each: acid sulphate, basic carbonate, anhydride.

[OVER]

6. Describe the electrical preparation of *either* phosphorus or aluminium. State the chief uses of these elements and write the formulae of two oxides of each.

7. (a) Write equations to represent the following reactions :—

- (i) Carbon dioxide is passed into a strong solution of common salt which has previously been saturated with ammonia.
- (ii) Copper is heated with concentrated sulphuric acid.
- (iii) Zinc is treated with strong sodium hydroxide.
- (iv) Potassium bromide is treated with strong sulphuric acid.

(b) Describe tests by means of which you may distinguish,

- (i) bismuth trichloride from antimony trichloride ;
- (ii) zinc sulphate from magnesium sulphate ;
- (iii) potassium iodide from potassium bromide ;
- (iv) stannous chloride from lead chloride.

8. Classify the following substances as *oxidizing agents* and *reducing agents*, and justify your classification by *one* experiment for each : nitric acid, sulphurous acid, carbon, chlorine.

Department of Education, Ontario

June Examinations, 1921

UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

MINERALOGY

1. Name five minerals that contain iron and give the formula of each. How would you prove the presence of iron in these minerals?

2. Describe experiments to show (*a*) that halite contains sodium and chlorine, (*b*) that stibnite contains antimony and sulphur, (*c*) that graphite is a form of carbon.

3. Name two Canadian minerals or rocks used as (*a*) abrasives, (*b*) fertilizers, (*c*) building materials, (*d*) fuels, and state where each of these eight minerals or rocks is found. (Give one locality for each.)

4. Describe the cleavage (or fracture) and streak of : quartz, galena, calcite, orthoclase, hematite. Give the hardness of any *three*.

5. (*a*) Make a drawing to show the crystalline form of quartz. Name three other forms.

(*b*) Name three rocks of which quartz is an important constituent.

(*c*) Describe a blow-pipe test for the presence of silica in a mineral.

6. (*a*) Describe blow-pipe tests (one for each element) which will show the presence in minerals of : zinc, arsenic, manganese, lead, calcium.

(*b*) By what characters would you recognize the following at sight : limestone, gneiss, basalt, shale, granite?

[OVER]

7. Locate accurately four districts in Canada in which gold is mined.

8. (a) Give the meaning of each of the following terms as applied to rocks, with an example of each : calcareous, arenaceous, organic, argillaceous, metamorphic, plutonic, volcanic, aqueous.

(b) What is meant by Archaean rocks ? In what part of Ontario are they found ? How are they recognized ?

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English:—

(a) Namque ita discedens praeceperat optimus armis
Aeneas: si qua interea fortuna fuisset,
Neu struere auderent aciem neu credere campo:
Ergo etsi conferre manum pudor iraque monstrat,
5 Obiciunt portas tamen et praecepta facessunt,
Armatique cavis expectant turribus hostem.

(b) Non armis mihi Vulcani, non mille carinis
Est opus in Teucros: addant se protinus omnes
Etrusci socios: tenebras et inertia furta
10 Ne timeant, nec equi caeca condemur in alvo;
Luce palam certum est igni circumdare muros
Haud sibi cum Danaïs rem faxo et pube Pelasga
Esse putent, decimum quos distulit Hector in annum.

2. What is the Latin prose form for *faxo* (l. 12)?

3. Account for the mood and tense of *fuisset* (l. 2), *putent* (l. 13); for the mood of *conferre* (l. 4); for the case of *armis* (l. 7), *mihi* (l. 7); and for the gender and number of *quos* (l. 13).

4. Write out and scan lines 4 and 11, marking the caesura in each.

5. Explain the references to the Trojan war in ll. 10, 12, and 13.

[OVER]

B

6. Translate into English:—

(a) Quid sit futurum cras, fuge quaerere, et
 Quem fors dierum cumque dabit, lucro
 Appone, nec dulcis amores
 Sperne puer neque tu choreas,

5 Donec virenti canities abest
 Morosa. Nunc et campus et areae
 Lenesque sub noctem susurri
 Composita repetantur hora;
 Nunc et latentis proditor intimo
 10 Gratus puellae risus ab angulo
 Pignusque dereptum lacertis
 Aut digito male pertinaci.

(b) Divesne prisco natus ab Inacho
 Nil interest, an pauper et infima
 15 De gente sub divo moreris,
 Victima nil miserantis Orci.

Omnes eodem cogimur, omnium
 Versatur urna serius ocius
 Sors exitura et nos in aeternum
 20 Exsilium impositura cymbae.

7. Refer definitely to other passages in the Odes you have read containing the same philosophy as each of these passages.

8. Account for the mood of *sit* (l. 1), *repetantur* (l. 8), *moreris* (l. 15); and for the case of *lacertis* (l. 11), *cymbae* (l. 20).

9. Comment on the use of *cumque* (l. 2), *nec . . . neque* (ll. 3, 4).

10. *urna* (l. 18), *cymbae* (l. 20). Explain the references.

11. Scan lines 1–4, marking the quantity of each syllable. Name the metre.

C

12. Translate into English:—

Nam et publicani suas rationes et copias in illam provin-
 ciam contulerunt, quorum ipsorum per se res et fortunae
 vobis curae esse debent: etenim si vectigalia nervos esse rei
 publicae semper duximus, eum certe ordinem, qui exercet
 5 illa, firmamentum ceterorum ordinum recte esse dicemus.

Deinde ex ceteris ordinibus homines gnavi atque industrii
 partim ipsi in Asia negotiantur, quibus vos absentibus con-

sulere debetis, partim eorum in ea provincia pecunias magnas collocatas habent. Erit igitur humanitatis vestrae magnum
10 numerum eorum civium calamitate prohibere, sapientiae videre, multorum civium calamitatem a republica seiunctam esse non posse. Etenim primum illud parvi refert, nos publicanis amissis vectigalia postea victoria recuperare; neque enim isdem redimendi facultas erit propter calamitatem
15 neque aliis voluntas propter timorem.

13. What is meant by *publicani* (l. 1), *ex ceteris ordinibus* (l. 6)?

14. Specify and account for the case of each of the following: *curae* (l. 3), *quibus* (l. 7), *humanitatis* (l. 9), *parvi* (l. 12), *isdem* (l. 14).

15. Give a sufficient summary of the oration to indicate the place and purpose of the argument contained in the above extract.

D

16. Translate into English:—

At ii, qui Alesiae obsidebantur, consumpto omni frumento, concilio coacto de exitu fortunarum suarum consultabant. Apud quos variis dictis sententiis, quarum pars deditionem, pars eruptionem censebat, non praetereunda videtur oratio Critognati propter eius singularem crudelitatem. Hic summo ortus loco et magnae habitus auctoritatis, “Nihil,” inquit, “de eorum sententia dicturus sum, qui turpissimam servitutem deditionis nomine appellant. Cum his mihi res sit qui eruptionem probant. Quam ego sententiam probarem, si nullam praeterquam vitae nostrae jacturam fieri viderem; sed in consilio capiendo omnem Galliam respiciamus quam ad nostrum auxilium concitavimus. Nolite hos vestro auxilio exspoliare, qui vestrae salutis causa suum periculum neglexerunt, nec temeritate vestra omnem Galliam prosternere et perpetuae servituti subicere. Quid ergo mei consilii est? Facere quod nostri maiores bello Cimbrorum fecerunt, qui simili inopia subacti, eorum corporibus, qui aetate inutiles ad bellum videbantur, vitam toleraverunt neque se hostibus tradiderunt.” Sententiis dictis constituunt ut qui valitudine inutiles sunt bello oppido excedant atque omnia prius experiantur quam ad Critognati descendant sententiam.

prosternere—to overthrow.

vitam tolerare—to sustain life.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

LATIN COMPOSITION AND CAESAR

A

1. Translate into idiomatic English:—

(a) Quaecumque ad proximi diei oppugnationem opus sunt, noctu comparantur; multae praeustae sudes, magnus muralium pilorum numerus instituitur. Ipse Cicero, cum tenuissima valetudine esset, ne nocturnum quidem sibi
5 tempus ad quietem relinquebat, ut ultro militum concursu ac vocibus sibi parcere cogeretur.

(b) Cicero ad haec unum modo respondet: non esse consuetudinem populi Romani accipere ab hoste armato conditionem; si ab armis discedere velint, se adiutore utantur
10 legatosque ad Caesarem mittant; sperare se pro eius iustitia quae petierint impetraturos.

2. (a) Explain the case of *valetudine* (l. 4), *concursu* (l. 5), *adiutore* (l. 9).

(b) Account for the mood of *accipere* (l. 8) and *utantur* (l. 9), and for the mood and tense of *velint* (l. 9) and *petierint* (l. 11).

(c) Give the principal parts of *parcere* and *cogeretur*.

B

3. Translate into Latin:—

(a) On arriving among his own people, he began at once to bring the Gauls into alliance (*fides*) with us.

(b) No answer should be made to the envoys in order that none of the allies may know in which direction our ships have set sail.

(c) He feared that, once the slaughter was reported, it would be impossible to prevent the other states from revolting.

[OVER]

(d) As often as they hurled their weapons against the rampart a large number of the garrison was injured, so that on the following day no one dared to show himself.

(e) If Caesar had hesitated to send forces to the aid of these two legions, we should have lost more influence than we could have regained (*recipere*) within two hundred years.

(f) He is not the man to be persuaded easily, especially when he is well aware that nothing rash should be done in your absence.

(g) The general seems to have advised those who came to consult him not to set out from winter quarters unless he himself should so permit.

(h) Although hitherto unaccustomed to foreign domination, this proud race in its alarm sends two ambassadors to Caesar to promise allegiance to him.

C

4. Translate into Latin:—

On learning this Caesar decided that a chieftain of such bold designs should be held in check by all possible means. Stricken as he was with a serious malady, he did not himself dare to undertake an enterprise so full of danger. Consequently, he despatched a letter to the lieutenant in whom he placed most confidence, asking him to come at the earliest moment to his assistance. The latter replied by the same messenger that, on securing a suitable opportunity, he would set out with one trusted attendant; he would travel by night in order to avoid an ambush, which he suspected the enemy had prepared. True to his word, he set out and arrived safely at the camp. After congratulating him on his courage and faithfulness, Caesar spoke as follows: "The danger will be great indeed if other chiefs unite in raising a revolt. Set out, therefore, with two legions, and have this man arrested and brought to me before he can stir up the rest. If severe fighting takes place, you will receive those rewards which the brave soldier, who has considered not his own safety but that of the state, is wont to enjoy."

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

FRENCH AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

1. Translate into English:—

Trois partis s'offraient à moi : 1^o laisser M. le colonel dans la tour crénelée, où il aurait péri le jour même par congélation ; 2^o le ranimer par des excitants, au risque de le tuer, et pourquoi ? pour le livrer, en cas de succès, à un
5 supplice inévitable ; 3^o le dessécher dans mon laboratoire avec la quasi certitude de le ressusciter après la paix. Tous les amis de l'humanité comprendront sans doute que je ne pouvais pas hésiter longtemps.

Je fis appeler le bas officier Garok, et je le priai de me
10 vendre le corps du colonel. Ce n'était pas la première fois que j'achetais un cadavre pour le disséquer, et ma demande n'excita aucun soupçon. Je donnai quatre bouteilles de kirschen-wasser, et bientôt deux soldats russes m'apportèrent sur un brancard M. le colonel Fougas.

2. Give the past participle of *offraient* (l. 1), *comprendront* (l. 7), *pouvais* (l. 8).

3. Indicate by any method you please the pronunciation of *colonel* (l. 2), *succès* (l. 4), *soupçon* (l. 12).

4. Translate into English:—

N'espérez pas que j'émaille mon récit de ces fleurs plus agréables que solides, dont l'imagination se pare quelquefois pour farder la vérité. Français et soldat, j'ignore doublement la feinte. C'est l'amitié qui m'interroge, c'est la
5 franchise qui répondra.

Je suis né de parents pauvres, mais honnêtes, au seuil de cette année féconde et glorieuse qui éclaira le Jeu de Paume d'une aurore de liberté. Le Midi fut ma patrie ; la langue aimée des troubadours fut celle que je bégayai au berceau.

[OVER]

10 Mes premiers jeux ne furent pas ceux de l'opulence. Les cailloux bigarrés qu'on ramasse sur la rive et cet insecte bien connu que l'enfance fait voltiger libre et captif au bout d'un fil, me tinrent lieu d'autres joujoux.

5. Account for the mood of *émaille* (l. 1).

6. Explain the reference in *cette année féconde et glorieuse qui éclaira le Jeu de Paume d'une aurore de liberté*.

7. What reason was given by the War Department for not promoting Colonel Fougas to the rank of brigadier general?

8. What happened to Fougas when he first applied to be admitted into the presence of the French sovereign?

9. Translate into English:—

Le Marquis. Ah! par exemple, il m'a rendu le tout en bon état, je me plais à le reconnaître. Oui, oui, des bois bien aménagés, des étangs poissonneux, des forêts giboyeuses... le bonhomme s'y entendait. Aussi l'ai-je comblé
5 d'égards. Du plus loin que je l'apercevais, je lui criais: Bonjour, papa Stamply, bonjour! Ça le flattait. Et quand il est mort, tu as désiré qu'il fût inhumé au fond du parc, m'y suis-je opposé! qu'on lui élevât un petit mausolée, me suis-je fait tirer l'oreille? S'il n'est pas content là-haut, ma foi, il
10 est bien difficile, ce n'est qu'un ingrat; je suis quitte envers sa mémoire.

10. Account for the inversion in *l'ai-je comblé* (l. 4).

11. Translate into English:—

DESTOURNELLES, *entrant du fond*.

La mèche est allumée... gare la mine!... nous allons enfin voir, madame la baronne, à qui de nous deux restera le champ de bataille. L'exploit est libellé... Durousseau est exact... (*Il regarde sa montre*.) Trois heures... le
5 poulet doit être entre les mains de monsieur le marquis. Bernard est à Poitiers, il ne sait rien, ne se doute de rien; avant qu'il soit de retour, je serai maître de la place. Encanailler le marquis, confiner la baronne dans son petit castel, unir deux braves jeunes gens qui s'aiment, voilà ma
10 vengeance, voilà mon but, et je l'atteindrai, morbleu!...
Le marquis... attention!

12. Translate the following idioms: *ne vous en prenez qu'à moi seule; je ne vous en voudrai pas*.

13. Translate into English :—

Un sauvage tient plus à sa hutte qu'un prince à son palais, et le montagnard trouve plus de charme à sa montagne que l'habitant de la plaine à son sillon. Demandez à un berger écossais s'il voudrait changer son sort contre le premier potentat de la terre : loin de sa tribu chérie, il en garde le souvenir ; partout il redemande ses troupeaux, ses torrents, ses nuages. Il n'aspire qu'à manger le pain d'orge, à boire le lait de chèvre, à chanter dans la vallée ces ballades que chantaient aussi ses aïeux. C'est une plante de la montagne : il faut que sa racine soit dans le rocher ; elle ne peut prospérer, si elle n'est battue des vents et des pluies : la terre, les abris et le soleil de la plaine la font mourir. Qu'y a-t-il de plus heureux que l'Esquimau dans son épouvantable patrie ? Que lui font les fleurs de nos climats auprès des neiges du Labrador, nos palais auprès de son trou enfumé ? Il s'embarque au printemps avec son épouse sur quelque glace flottante et, entraîné par les courants, il s'avance en pleine mer, sur ce trône du dieu des tempêtes.

14. Translate into English :—

L'HIVER

Arbres dépouillés de verdure,
Malheureux cadavres des bois,
Que devient aujourd'hui cette riche parure
Dont je fus charmé tant de fois ?
Je cherche vainement dans cette triste plaine
Les oiseaux, les zéphyr, les ruisseaux argentés :
Les oiseaux sont sans voix, les zéphyr sans haleine,
Et les ruisseaux dans leur cours arrêtés.
Les aquilons fougueux règnent seuls sur la terre,
Et mille horribles sifflements
Sont les trompettes de la guerre
Que leur fureur déclare à tous les éléments.

PROVINCE OF ONTARIO

JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

FRENCH COMPOSITION

A

Translate into French :—

1. I showed her upstairs as soon as she arrived.
2. I wonder where the blacksmith has put his hammer.
3. We applied to the police but they would not help us.
4. It would be difficult to find more pleasant neighbours than ours.
5. Have you answered all the questions she asked you?
6. The carpenter almost fell while carrying material to the roof.
7. Why did you laugh at him? Because he was too lazy to hurry.
8. Mary sat down in the armchair and ate a slice of bread and butter.
9. Has your brother-in-law a house of his own or is he living with you?
10. It is a pity you are not doing a good business at present.
11. If she had seen us before, I think she would have remembered us.
12. Before you buy that silverware, think of all the things you need more.
13. As my brother and sister are well prepared for their examinations, they expect to pass.
14. They told us the scaffolding had fallen, but it may be they were mistaken.
15. I have been coughing and sneezing for two days and am certain I have taken the 'grippe'.
16. When you find the French proverb which has the same meaning as that one, show it to me.

[OVER]

B

Translate into French :—

A Frenchman who had gone to St. Petersburg to spend the winter did not believe the stories which were told him about the climate. At first he even refused to wear a fur cap and laughed at the people who were afraid of the weather.

One day he decided to take a long walk, and when he ventured into the street he noticed that everybody was wrapped up from head to foot. He was delighted and even astonished at the little impression the cold made on him. So he walked for half an hour, and was still warm. However, two or three people looked at him somewhat uneasily and he began to wonder what was the matter with him.

At Admiralty Square a *moujik* stopped in front of him, looked at him, and without saying a word picked up a handful of snow and began to rub his nose with all his might. Thinking he was the victim of some mistake, the Frenchman called for help, and at the same time dealt the *moujik* a blow with his fist. At this moment an officer ran up, explained that the *moujik* had only been guilty of too much philanthropy—that without the service rendered by him, the Frenchman would no longer have any nose, as it had been frozen.

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JUNE EXAMINATIONS, 1921

HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GERMAN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION.

A

1. Translate into English:—

„Ich rannte sofort aus dem Hause; erst auf der Straße wurde es mir klar, daß ja noch acht lange Stunden bis zum Anfang der Komödie abzuleben waren. So lief ich denn hinter den Gärten auf den Bürgersteig. Als ich an den offenen Grasgarten des Schützenhofes gekommen war, zog es mich unwillkürlich hinein; vielleicht, daß gar einige Puppen dort oben aus den Fenstern guckten; denn die Bühne lag ja an der Rückseite des Hauses. Aber ich mußte dann erst durch den oberen Teil des Gartens, der mit Linden- und Kastanienbäumen dicht bestanden war. Mir wurde etwas zag zu Mute; ich wagte doch nicht weiter vorzudringen. Plötzlich erhielt ich von einem großen hier angepflochten Ziegenbock einen Stoß in den Rücken, daß ich um zwanzig Schritte weiter flog. Das half; als ich mich umsah, stand ich schon unter den Bäumen.

„Es war ein trüber Herbsttag; einzelne gelbe Blätter sanken schon zur Erde; über mir in der Luft schrieen ein paar Strandvögel, die aus Haß hinausflogen; kein Mensch war zu sehen noch zu hören. Langsam schritt ich durch das Unkraut, das auf den Steigen wucherte, bis ich einen schmalen Steinhof erreicht hatte, der den Garten von dem Hause trennte.

2. Give the nominative plural of Hause, Stoß, Luft, Mensch.

3. Write down the third person singular, present indicative, of rannte, lief, zog, lag, bestanden, vorzudringen, erhielt, mich umsah, hinausflogen, schritt.

4. Distinguish between Stunde and Uhr.

[OVER]

5. Translate into English :—

„So war die Zeit meiner Abreise herangenacht, und mir wurde das Herz immer schwerer. Es tat mir fast weh, das Lisei anzusehen; denn bald fuhr es ja auch mit seinem Vater von hier wieder in die weite Welt hinaus. Wenn sie nur eine Heimat gehabt hätten! Aber wo waren sie zu finden, wenn ich Gruß und Nachricht zu ihnen senden wollte! Ich dachte an die zwölf Jahre seit unserem ersten Abschied; sollte wieder so lange Zeit vergehen oder am Ende gar das ganze Leben?

6. Translate into English :—

Siebenter Auftritt.

Sophie. Oberst. Frau von Dorigny.

Fr. v. Dorigny. Laß uns allein, Sophie. (Sophie geht ab.) Wie, Dorigny? Sie können mir ins Angesicht behaupten, daß Sie nicht kurz vorhin mit mir gesprochen haben? Nun, wahrhaftig, welcher andere als Sie, als der Herr dieses Hauses, als der Vater meiner Tochter, als mein Gemahl endlich, hätte das tun können, was Sie taten?

Oberst. Was Teufel hätte ich denn getan?

Fr. v. Dorigny. Muß ich Sie daran erinnern? Wie? Sie wissen nicht mehr, daß Sie erst vor kurzem mit unserer Tochter gesprochen, daß Sie ihre Neigung zu unserm Neffen entdeckt haben, und daß wir eins worden sind, sie ihm zur Frau zu geben, sobald er wird angekommen sein?

Oberst. Ich weiß nicht — Madame, ob das alles nur ein Traum Ihrer Einbildungskraft ist, oder ob wirklich ein anderer in meiner Abwesenheit meinen Platz eingenommen hat. Ist das letztere, so war's hohe Zeit, daß ich kam — Dieser Jemand schlägt meinen Schwiegersohn tot, verheiratet meine Tochter und sticht mich aus bei meiner Frau, und meine Frau und meine Tochter lassen sich's beide ganz vortrefflich gefallen.

Fr. v. Dorigny. Welche Verstockung! — In Wahrheit, Herr von Dorigny, ich weiß mich in Ihr Betragen nicht zu finden.

Oberst. Ich werde nicht flug aus dem Thronen.

B

7. Translate into English :—

Da wurde die Trude plötzlich ganz still. „Ja,“ rief sie, „ich muß dir dankbar sein. Wenn du mich nicht geweckt hättest, wäre der Feuermann Meister geworden, und ich hätte wieder hinab müssen zu der Mutter unter die Erde.“ Und indem sie ein wenig

wie vor innerem Grauen die weißen Schultern zusammenzog, setzte sie hinzu: „Und es ist ja doch so schön und grün hier oben!“

Dann mußte Maren erzählen, wie sie hierher gekommen, und die Trude legte sich ins Moos zurück und hörte zu. Mitunter pflückte sie eine der Blumen, die neben ihr empor sproßten, und steckte sie sich ober dem Mädchen ins Haar. Als Maren von dem mühseligen Gange auf dem Weidendamme berichtete, seufzte die Trude und sagte: „Der Damm ist einst von euch Menschen selbst gebaut worden; aber es ist schon lange, lange her! Solche Gewänder, wie du sie trägst, sah ich nie bei ihren Frauen. Sie kamen damals öfters zu mir, ich gab ihnen Keime und Körner zu neuen Pflanzen und Getreiden, und sie brachten mir zum Dank von ihren Früchten. Wie sie meiner nicht vergaßen, so vergaß ich ihrer nicht, und ihre Felder waren niemals ohne Regen. Seit lange aber sind die Menschen mir entfremdet, es kommt niemand mehr zu mir. Da bin ich denn vor Hitze und lauter Langweile eingeschlafen, und der tückische Feuermann hätte fast den Sieg erhalten.“

8. Translate into English:—

Wanderschaft.

Der Mai ist gekommen, die Bäume schlagen aus,
da bleibe, wer Lust hat, mit Sorgen zu Haus!
Wie die Wolken wandern am himmlischen Zelt,
so steht auch mir der Sinn in die weite, weite Welt.

Herr Vater, Frau Mutter, daß Gott euch behüt'!
Wer weiß, wo in der Ferne mein Glück mir noch blüht!
Es gibt so manche Straße, da nimmer ich marschiert,
es gibt so manchen Wein, den ich nimmer noch probiert.

PROVINCE OF ONTARIO

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HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GERMAN COMPOSITION

Translate into German :—

1. The old man used to wear a black coat without buttons.
2. I soon succeeded in finding the house he had described.
3. Almost every day something happens that we do not expect.
4. I grew up in this town and some day I hope my son will live here.
5. Do you like meat for breakfast or do you prefer fruit?
6. Surely you are mistaken, the time cannot have gone so fast.
7. He was intending to go to town to-day but it rained hard all morning.
8. Where did you have your suit made? You look well in it.
9. I used to know the gentleman many years ago but I have not seen him for a long time.
10. Good evening, my young friend! Why are you in such a hurry? Won't you wait for me?
11. There is nothing further to be done. You ought to accept the invitation.
12. Pardon me, sir, but for whom do you take me? My uncle or the colonel?
13. Once upon a time a beautiful maiden named Kriemhild had fallen asleep in a gorgeous room in a castle on the Rhine. In her sleep she dreamed how two large eagles had with their claws torn to pieces her favourite falcon so that it fell dead at her feet. Late in the morning when the sun had awakened her, she hastened to her mother and told her the evil dream. Her mother explained that the falcon was her future husband and the eagles two of his greatest enemies. Then Kriemhild laughed and said she would never marry. But years afterwards there came a tall blue-eyed hero whom she willingly obeyed. After

[OVER]

the wedding they went back to his country. Long afterwards the dream came true for her husband was betrayed and killed. Poor Kriemhild wept and sorrowed for him for years.

14. Did you see in the papers to-night the story of the bear and the little children? What happened? How many children were there? Three! How old were they? The oldest was six or seven and the youngest only two! Where were they? They were playing in the garret! How did the bear find them? It came up the stairs! Why? It had been tied to the woodpile and was bored! I can well believe it. Were the children frightened? Yes! They crept into the corners but the bear found all three! Did it do them any harm? Not at all! It wanted to play with them! Did the children know what it was? They thought it was a big dog! And played hide-and-seek with it! And what did the bear do when the biggest boy beat his drum? It got on its feet and began to dance! And what did the mother see when she came up? They were all playing soldiers together and marching! Was she pleased? No! Her face was as white as chalk! Who told the story? The moon! But surely the moon can't talk? It seemed to do so according to this story! What is your opinion? Only a fairy story! Well, perhaps you are right. When did all this happen? Many, many years ago when animals were able to talk! That is the correct answer.

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HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GREEK AUTHORS AND GRAMMAR

A

1. Translate into English :—

(a) τὸ δὲ πλῆθος ἐβόα, δεινὸν εἶναι, εἴ τις μὴ ἐάσει τὸν δῆμον
πράττειν ὃ ἂν βούληται. τῶν δὲ πρυτάνεων τινῶν φασκόντων
οὐ προθήσειν τὴν διαψήφισιν παρὰ τοὺς νόμους, αὐθις Καλ-
λίξενος ἀναβὰς εἶπε δεῖν καὶ τούτους τῇ αὐτῇ ψήφῳ κρίνεσθαι
5 ἥπερ καὶ τοὺς στρατηγούς. καὶ ἐπὶ τούτοις ἐπεθορύβησε πάλιν
ὁ ὄχλος, καὶ οἱ πρυτάνεις φοβηθέντες ὡμολόγουν πάντες προ-
θήσειν πλὴν Σωκράτους τοῦ Σωφρονίσκου. οὗτος δ' ἔφη οὐδὲν
παρὰ νόμον ποιήσειν.

(b) οἱ δ' ἀπήγαγον τὸν ἄνδρα διὰ τῆς ἀγορᾶς δηλοῦντα οἷα
10 ἔπασχε μάλα μεγάλη τῇ φωνῇ. ὥς δὲ εἶπεν ὁ Σάτυρος ὅτι
οἰμώξειτο, εἴ μὴ σιωπήσειεν, ἐπήρετο. “Ἐὰν δὲ σιωπῶ, οὐκ
ἄρ’,” ἔφη, “οἰμώξομαι;” καὶ ἐπεὶ γε ἀποθνήσκειν ἀναγκαζόμενος
ἔπτε τὸ κώνειον ἔφασαν αὐτὸν ἀποκοτταβίσαντα τὸ λειπόμενον
εἰπεῖν, “Κριτία τοῦτ' ἔστω τῷ καλῷ.” οὕτω τοῦ θανάτου παρ-
15 εστηκότος οὔτε τὸ φρόνιμον οὔτε τὸ παιγνιώδες ἀπέλιπεν ἐκ τῆς
ψυχῆς.

2. Identify and explain the syntax of ἐάσει (l. 1), οἰμώξειτο
(l. 11), σιωπήσειεν (l. 11), ἔπτε (l. 13), παρεστηκότος (ll. 14, 15).

3. Give the mood synopsis of ἀναβὰς (l. 4), and παρ-
εστηκότος (ll. 14, 15). Explain the case of ἥπερ (l. 5), and
τοὺς στρατηγούς (l. 5).

4. What distinction is to be made between τὸ πλῆθος and
ὁ ὄχλος? What light does the first of the above passages
throw upon the political opinions of Xenophon?

5. Explain the point in the last words of Theramenes.

[OVER]

B

6. Translate into English :—

- (a) “ ἄλλ’ εἰ μὲν δώσουσι γέρας μεγάθυμοι Ἀχαιοί,
 ἄρσαντες κατὰ θυμόν, ὅπως ἀντάξιον ἔσται·
 εἰ δέ κε μὴ δώωσιν, ἐγὼ δέ κεν αὐτὸς ἔλωμαι
 ἢ τεὸν ἢ Αἴαντος ἰὼν γέρας, ἢ Ὀδυσῆος
 5 ἄξω ἐλών· ὁ δέ κεν κεχολώσεται ὅν κεν ἴκωμαι.
 ἄλλ’ ἢ τοι μὲν ταῦτα μεταφρασόμεσθα καὶ αὖτις,
 νῦν δ’ ἄγε νῆα μέλαιναν ἐρύσσομεν εἰς ἄλα δῖαν,
 ἐς δ’ ἐρέτας ἐπιτηδὲς ἀγείρομεν, ἐς δ’ ἐκατόμβην
 θείομεν, ἂν δ’ αὐτὴν Χρυσηΐδα καλλιπάρηον
 10 βήσομεν· εἰς δέ τις ἀρχὸς ἀνὴρ βουλευφόρος ἔστω,
 ἢ Αἴας ἢ Ἰδομενεὺς ἢ δῖος Ὀδυσσεὺς
 ἢ ἐσύ, Πηλεΐδη, πάντων ἐκπαγλότατ’ ἀνδρῶν,
 ὅφρ’ ἡμῖν ἐκάεργον ἰλάσσαι ἱερὰ ῥέξας.”
- (b) Οἱ δ’ ἀμφὶ Πρίαμον καὶ Πάνθοον ἠδὲ Θυμοίτην
 15 Λάμπον τε Κλυτίον θ’ Ἰκετάονά τ’ ὄζον Ἄρηος,
 Οὐκαλέγων τε καὶ Ἀντήνωρ, πεπνυμένω ἄμφω,
 ἦατο δημογέροντες ἐπὶ Σκαιῇσι πύλῃσι,
 γῆραι δὴ πολέμοιο πεπαυμένοι, ἄλλ’ ἀγορηταὶ
 ἐσθλοί, τεττίγεσσιν ἐοικότες, οἳ τε καθ’ ὕλην
 20 δεινδρέω ἐφεζόμενοι ὅπα λειριόεσσαν ἰεῖσι·
 τοῖοι ἄρα Τρώων ἡγήτορες ἦντ’ ἐπὶ πύργῳ.
 οἱ δ’ ὥς οὖν εἶδονθ’ Ἑλένην ἐπὶ πύργον ἰοῦσαν,
 ἦκα πρὸς ἀλλήλους ἔπεα πτερόεντ’ ἀγόρευον·
 “ οὐ νέμεσις Τρῶας καὶ εὐκνήμιδας Ἀχαιοὺς
 25 τοιῇδ’ ἀμφὶ γυναικὶ πολὺν χρόνον ἄλγεα πάσχειν.”

7. (a) Write a grammatical note on ὁ δέ κεν κεχολώσεται ὅν κεν ἴκωμαι (l. 5), commenting on the uses of the particles and on the mood and tense of the verbs.

(b) Give the Attic for τεὸν (l. 4), θείομεν (l. 9), ἂν (l. 9), ἰλάσσαι (l. 13), and ἦατο (l. 17).

(c) “ ἄλλ’ εἰ ἔσται ” (ll. 1 and 2). Account for the omission of the apodosis.

8. What various purposes are served by Homeric epithets? Illustrate your answer by referring to epithets in 6 (a) above.

C

9. Translate into English :—

- (a) οὐ γάρ πω τοιοῦτον ἶδον βροτὸν ὀφθαλμοῖσιν,
οὔτ' ἄνδρ' οὔτε γυναῖκα· σέβας μ' ἔχει εἰσορόωντα.
Δήλω δὴ ποτε τοῖον Ἀπόλλωνος παρὰ βωμῷ
φοῖνικος νέον ἔρνος ἀνερχόμενον ἐνόησα·
5 ἦλθον γὰρ καὶ κείσε, πολὺς δέ μοι ἔσπετο λαὸς
τὴν ὁδὸν ἧ δὲ ἔμελλεν ἐμοὶ κακὰ κήδε' ἔσεσθαι.
ὥς δ' αὐτῶς καὶ κείνο ἰδὼν ἐτεθήπεα θυμῷ
δὴν, ἐπεὶ οὐ πω τοῖον ἀνήλυθεν ἐκ δόρυ γαίης,
ὥς σέ, γύναι, ἄγαμαί τε τέθηπά τε δείδιδά τ' αἰνῶς
10 γούνων ἄψασθαι· χαλεπὸν δέ με πένθος ἰκάνει.
(b) “Σχέτλιε, τίπτ' ἐθέλεις ἐρεθιζέμεν ἄγριον ἄνδρα;
ὃς καὶ νῦν πόντονδε βαλὼν βέλος ἤγαγε νῆα
αὐτίς ἐς ἡπειρον, καὶ δὴ φάμεν αὐτόθ' ὀλέσθαι.
εἰ δὲ φθεγξαμένου τευ ἢ αὐδήσαντος ἄκουσε,
15 σὺν κεν ἄραξ' ἡμέων κεφαλὰς καὶ νῆια δοῦρα
μαρμάρῳ ὀκριόεντι βαλὼν· τόσσον γὰρ ἴησιν.”
“Ὡς φάσαν, ἀλλ' οὐ πείθον ἐμὸν μεγαλήτορα θυμὸν
ἀλλὰ μιν ἄψορρόν προσέφην κεκοτηότι θυμῷ
“Κύκλωψ, αἶ κέν τίς σε καταθνητῶν ἀνθρώπων
20 ὀφθαλμοῦ εἴρηται ἀεικελίην ἀλαωτὺν,
φάσθαι Ὀδυσσῆα πτολιπόρθιον ἐξαλαῶσαι,
υἱὸν Λαέρτεω, Ἰθάκῃ ἐνὶ οἰκί' ἔχοντα.”

10. (a) Give the Attic forms for τίπτ' (l. 11), τευ (l. 14), δοῦρα (l. 15).

(b) Comment on the case of τὴν ὁδὸν (l. 6), and on the mood of φάσθαι (l. 21).

11. Write out and scan ll. 20-21 (ὀφθαλμοῦ . . . ἐξαλαῶσαι).

12. Illustrate the part which the gods played in the wanderings of Odysseus by reference to the Nausicaa incident.

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HONOUR AND SCHOLARSHIP MATRICULATION, AND UPPER SCHOOL
EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

GREEK COMPOSITION AND SIGHT TRANSLATION

Λύσανδρος δὲ τὰς ταχίστας τῶν νεῶν ἐκέλευσεν ἔπεσθαι τοῖς
Ἀθηναίοις, ἐπειδὰν δὲ ἐκβῶσι, κατιδόντας ὅ τι ποιούσιν, ἀποπλεῖν
καὶ αὐτῷ ἐξαγγεῖλαι.

The above sentence is *not* to be translated, but is to be
used so far as is possible in translating the sentences in A.

A

Translate into Greek :—

1. Follow (*present singular*) those ships. Sail away (*aorist singular*). Disembark (*aorist singular*) at once. Watch (*present and aorist singular*) them. Report (*aorist singular*) this to me.
2. Do not sail back until you see that all the Athenians have landed.
3. Let this be reported to him as soon as he lands.
4. If we should disembark, they would sail away and report it to him.
5. I am afraid that, if you disembark, they will report it to him.
6. They promised not to report what they had seen.
7. Before he sailed away, he commanded them not to disembark.
8. We will follow the ships which have sailed away, and will report to you all that we shall see.
9. As long as they are watching us, let us not disembark.
10. He said (*use φημί*) he would not land until he was ordered to do so by the general.
11. Whenever the Athenians disembarked, the Lacedaemonians would watch what they were doing.
12. The ships sailed so swiftly that the Athenians could not follow them.

[OVER]

13. Although the Athenian ships had not been observed, the Lacedaemonians were afraid to disembark.

14. In order that they might not be observed by the enemy, they sailed away during the night.

B

Translate into Greek :—

Three years later. They lost four ships, crews and all. Contrary to the laws. He was at a loss what to do. They made peace on these conditions. He was the first to do this. Cease to do evil to your own country. I will share in the dangers. They allowed (*use ἐάω*) us to live. The rulers have less power than the ruled. You will be treated in the same way (*use πάσχω*). This city was full of provisions. They will fight for a long time. They proceeded (*use the aorist*) speedily (*express in three ways*) in the direction of the Peiraeus.

C

Translate into English :—

Μετὰ δὲ ταῦτα ἀναστὰς εἶπε Ξενοφῶν. “ὦ ἄνδρες στρατιῶται, τὴν μὲν πορείαν, ὡς ἔοικε, δῆλον ὅτι περὶ ποιητέον. οὐ γὰρ ἔστι πλοῖα. ἀνάγκη δὲ πορεύεσθαι ἤδη. οὐ γὰρ ἔστι μένουσι τὰ ἐπιτήδεια. ἡμεῖς οὖν θυσόμεθα. ὑμᾶς δὲ δεῖ παρασκευάζεσθαι ὡς μαχουμένους εἴ ποτε καὶ ἄλλοτε.” ἐκ τούτου ἐθύοντο οἱ στρατηγοί, ἀλλ’ οὐκ ἐγίγνετο τὰ ἱερά. ταύτην οὖν τὴν ἡμέραν ἐπαύσαντο, ἀλλὰ ἀθύμως εἶχον οἱ στρατιῶται, τὰ γὰρ ἐπιτήδεια ἐπέλιπεν ἂ ἔχοντες ἦλθον, καὶ ἀγορὰ μηδεμία παρῆν. καὶ ἐπὶ σκηνὴν ἰόντες τὴν Ξενοφώντος ἔλεγον ὅτι οὐκ ἔχοιεν τὰ ἐπιτήδεια. ὁ δ’ οὐκ ἂν ἔφη ἐξαγαγεῖν, μὴ γιγνομένων τῶν ἱερῶν. ἐπεὶ δὲ ἑώρα τοὺς ἀνθρώπους ὡς εἶχον δεινῶς τῇ ἐνδείᾳ, βουλόμενος αὐτοῖς χαρίζεσθαι, εὐρὼν ἄνθρωπόν τινα ὃς ἔφη κώμας ἐγγὺς εἰδέειν, ὅθεν λήψονται τὰ ἐπιτήδεια, ἐκήρυξε τὸν βουλόμενον ἵεναι ἐπὶ τὰ ἐπιτήδεια. ἐξέρχονται οὖν εἰς δισχιλίους ἀνθρώπους. ἐπειδὴ δὲ ἦσαν ἐν ταῖς κώμας καὶ διεσπείροντο ὡς ἐπὶ τὸ λαμβάνειν, ἐπιπίπτουσιν αὐτοῖς οἱ Φαρναβάζου ἵππεῖς. βεβοηθηκότες γὰρ ἦσαν τοῖς Βιθυνοῖς, βουλόμενοι σὺν τοῖς Βιθυνοῖς, εἰ δύναιντο, ἀποκωλύσαι τοὺς Ἕλληνας μὴ ἐλθεῖν εἰς τὴν Φρυγίαν. οὗτοι οἱ ἵππεῖς ἀποκτείνουσι τῶν ἀνδρῶν οὐ μείον πεντακοσίους. οἱ δὲ λοιποὶ ἐπὶ τὸ ὄρος ἀνέφυγον. ἐκ τούτου ἀπαγγέλλει τις ταῦτα τῶν ἀποφευγόντων εἰς τὸ στρατόπεδον. καὶ ἤδη ἀμφὶ ἡλίου δυσμὰς ἦν καὶ οἱ Ἕλληνες μάλ’ ἀθύμως ἔχοντες ἐδειπνοποιοῦντο. καὶ ἐξαπίνης τῶν Βιθυνῶν τινες ἐπιγενόμενοι τοῖς προφύλαξι τοὺς μὲν ἀπέκτειναν τοὺς δὲ ἐδίωξαν μέχρι εἰς τὸ στρατόπεδον.

γίγνεται τὰ ἱερά, i.e. the auspices are favourable.

PROVINCE OF ONTARIO

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HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

ENGLISH COMPOSITION

NOTE:—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. The habits of the beaver.

[You may substitute some other undomesticated animal.]

2. Woman's contribution to success on the farm.

3. The Pilgrim Fathers.

4. My favourite novel.

[Write about its excellences, and its defects, if any. A mere summary of the story will not be accepted.]

5. Life in the city.

6. The humour of Falstaff.

7. "Success is not by worldly honours shown,
The only failure is to cease to try."

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ENGLISH LITERATURE

1. Quote *two* of the following :—

- (a) The sonnet beginning, “ O friend, I know not”.
- (b) The first three lyrical stanzas in *The Brook*.
- (c) The fourteen lines beginning, “ Who chooseth me shall get as much as he deserves”.

2. Locate each of the following passages by showing its relation to the context, and explain the italicized parts :—

- (a) Meek, yielding to the *occasion's call*,
And all things suffering from all,
Thy *function apostolical* in peace fulfilling.
- (b) For what are men better than sheep or goats
That *nourish a blind life within the brain*,
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friend ?
- (c) He is a *proper man's picture* ; but, alas !
Who can converse with a dumb-show ?
- (d) Who breaks his birth's *invidious bar*,
And grasps the skirts of happy chance,
And breasts the blows of circumstance,
And grapples with *his evil star*.
- (e) Came there a certain lord, neat, and trimly dress'd,
Fresh as a bridegroom ; and his chin new reap'd
Show'd *like a stubble-land* at harvest home.
- (f) I felt a sense of pain when I beheld
The silent trees and saw the *intruding sky*.

[OVER]

3. "Tennyson described a scene by arranging minute details, Wordsworth by selecting only one or two typical features which do not so much describe as suggest the scene." Discuss the correctness of this comment applied to the opening description in *Oenone* and to these lines from *Michael* :—

but they
Who journey thither find themselves alone
With a few sheep, with rocks and stones, and kites
That overhead are sailing in the sky.

4. "The forces of good and of evil struggling for the soul of Prince Hal are very nicely balanced in *Henry IV*." Explain what these forces are and what special attraction each of them has for Prince Hal.

5. Some companies playing Shakespeare end *The Merchant of Venice* with Shylock's departure at the conclusion of the trial. Explain how this ending changes the whole character of the play.

6. (a) Compare Wordsworth's *To the Cuckoo* with Tennyson's lyric in *The Brook* with respect to the metre.

(b) Give the essential thought in,—

(i) *To the Cuckoo* ;

(ii) The lyric in *The Brook*.

(c) State which you prefer and why you prefer it.

7. Explain the italicized parts in the following passages :—

(a) But, in the way of bargain, mark ye me,
I'll *cavil on the ninth part of a hair*.
Are the *indentures* drawn ? Shall we be gone ?

(b) Thus ornament is but the *guiled* shore
To a most dangerous sea ; the beauteous scarf
Veiling an *Indian beauty*.

(c) The hills are *shadows*, and they *flow*
From form to form, and *nothing stands*.

(d) Hail, Usages of *pristine mould*,
And *ye that guard them*, Mountains old !

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HISTORY—FIRST COURSE

NOTE:—*Five questions constitute a full paper.*

1. (a) Give an account of the occupation of Italy by the East Goths under Theodoric. What was the fate of the kingdom of the East Goths in Italy?

(b) State the characteristic features of the Germanic invasions of Western Europe?

2. Describe the organization and illustrate the influence of monastic communities in the Middle Ages.

3. Describe conditions in Western Europe in the time of Charlemagne and his immediate successors, under the following heads:—

(a) Life on a mediaeval manor.

(b) The mediaeval castle.

4. (a) What was the origin of the “Holy Roman Empire”?

(b) Illustrate from the career of Frederick Barbarossa the difficulties that a ruler of the Empire usually encountered.

5. (a) Account for the rapid progress of discovery and exploration between 1475 and 1550?

(b) Give an outline of Spanish explorations and conquests during this period.

6. Describe life in Florence in the fifteenth century, under the following heads:—

(a) Government and politics.

(b) Architecture and painting.

(c) Savonarola.

7. Contrast the Renaissance in Northern Europe with the Renaissance in Italy. Describe the work of Erasmus.

8. What circumstances account for the fact that strong royal governments had arisen before 1600 (a) in England, (b) in France?

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HISTORY—SECOND COURSE

NOTE:—*Five questions constitute a full paper.*

1. (a) State the subjects of dispute between King and Parliament in the reign of Charles I.

(b) Discuss the position of Parliament under the Commonwealth.

(c) State the terms and explain the importance of (i) the Habeas Corpus Act, (ii) the Declaration of Rights, 1689.

2. Account for the commanding influence of France in European affairs under Louis XIV. In what foreign wars did Louis XIV engage and with what success?

3. What reforms were accomplished by the National Assembly of France, 1789-1791? What conditions made it possible for the municipal council of Paris (the Commune) to usurp the powers of the National Government?

4. What led Napoleon to attempt the conquest (a) of Spain, (b) of Russia? Describe the main events and results of *one* of these wars.

5. Show how the policy of Metternich affected (a) Germany, (b) Italy. Account for the ultimate failure of this policy.

6. Outline the progress of the unification of Germany under the following heads:—

(a) The reorganization under Napoleon.

(b) The Schleswig-Holstein affair.

[OVER]

7. (a) Describe the changes (i) in agriculture, (ii) in methods of communication and transport, associated with the Industrial Revolution.

(b) Discuss the social and political results of the Industrial Revolution.

8. Mark the situation of each of the following on the accompanying outline map and indicate its importance in modern history: Boulogne, Jena, Trafalgar, Borodino, Naples, Versailles, Solferino, Hanover, Piedmont, Torres Vedras.

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ALGEBRA

NOTE:—*Mathematical tables may be used in question 11.*

1. If $\frac{2y + 2z - x}{a} = \frac{2z + 2x - y}{b} = \frac{2x + 2y - z}{c},$

prove $\frac{x}{2b + 2c - a} = \frac{y}{2c + 2a - b} = \frac{z}{2a + 2b - c}.$

2. Solve the equations:—

$$x + y + z = 6.$$

$$x^2 + y^2 + z^2 = 26.$$

$$xy - yz + xz = 13.$$

3. There are 10 candidates for 3 positions, and an elector may vote for any number of candidates not greater than the number of positions. In how many ways is it possible to vote?

4. Show that the number of combinations of n things r at a time and the number of combinations of n things $r-1$ at a time are together equal to the number of combinations of $n+1$ things r at a time.

5. (a) Under what condition do the quantities, a, b, c , form an harmonic progression?

(b) Find a fourth term to the series.

6. Find the sum of n terms of the series

$$1 \times 3 + 3 \times 5 + 5 \times 7 + \dots$$

Test the result by giving particular values to n .

[OVER]

7. Assuming the binomial theorem to be true for a negative index, find :—

(a) the general term in the expansion of $(1-x)^{-n}$;

(b) the first five terms of $(1-x)^{-2}$.

8. Find the sum of the coefficients of all the terms in the expansion of $(1+x)^n$ when n is a positive integer. Show the connection between this sum and the total number of combinations of n different things taken any number at a time.

9. If the coefficients of the 9th, 10th, and 11th terms of $(1+x)^n$ are in *A. P.*, find n .

10. Use the binomial theorem to sum the infinite series :—

$$1 - \frac{1}{2} \cdot \frac{1}{2} + \frac{1.3}{2.4} \cdot \frac{1}{2^2} - \frac{1.3.5}{2.4.6} \cdot \frac{1}{2^3} + \dots$$

11. A loan company advances \$10,000 to a municipality and in return the municipality agrees to make an annual payment of \$735 for 20 years, beginning at the end of the first year; show that the rate of interest charged is less than 4% per annum.

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GEOMETRY

NOTE:—*Squared paper may be obtained from the Presiding Officer.*

1. Give a construction for the division of a given straight line into three equal parts.
2. H, V, K are three points on a straight line. Give a geometrical construction for the point W such that HVKW may be an harmonic range.
3. State a set of conditions sufficient and necessary to ensure similarity (a) for the two triangles ABC, A'B'C', and (b) for the two quadrilaterals ABCD, A'B'C'D'.
4. A straight line which bisects the angle A of a triangle ABC will divide the base into segments which are in the same ratio as the sides of the triangle.
5. Show that the perpendiculars from the vertices of a triangle to the opposite sides meet in a point.
6. A and B are two points exterior to a circle. If A lies on the polar of B with respect to the circle, then B lies on the polar of A.
7. Find the area of the quadrilateral whose angular points are (2, 3), (−1, 7), (−3, −4), (3, −2).
8. Show that the three points (1, 2), (3, 5), (7, 11) lie on a straight line, and find the equation of the straight line.
9. From the origin a straight line of length p is drawn making the angle α with the x -axis; find the equation of the straight line through its extremity and at right angles to it.

[OVER]

10. From the point $P, (6, 8)$, tangents PQ, PR are drawn to the circle $x^2 + y^2 - 25 = 0$.

(a) Find the equation of the line QR .

(b) Find the equation of the line through P perpendicular to the line QR , and show that this line passes through the origin O .

11. The line $y = \frac{3}{4}x + c$ is known to touch the circle
$$x^2 + y^2 - 25 = 0.$$

Find the value or values of c .

12. Find the equation of the straight line through the origin at right angles to the line joining the origin to the centre of the circle $x^2 + y^2 - 6x - 8y = 0$.

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TRIGONOMETRY

NOTE:—*The candidate may obtain a set of logarithmic and trigonometric tables from the Presiding Officer.*

1. Define the sine, cosine, and tangent of an angle, and find geometrically the value of the following:—

$$\sin 960^\circ, \quad \sin (-570^\circ), \quad \tan 570^\circ.$$

2. Given that $\log 2 = .3010300$, $\log 3 = .4771213$; find the logarithms of 225, and .003, and the number of digits in 2^5 .

3. Prove geometrically that

$$\sin (A + B) = \sin A \cdot \cos B + \cos A \cdot \sin B$$

when $A + B$ is greater than 90° but less than 180° .

4. Prove that:—

$$(a) \quad \operatorname{cosec} 2\theta + \cot 2\theta = \cot \theta.$$

$$(b) \quad \tan^{-1} \frac{1}{2} + \tan^{-1} \frac{1}{5} + \tan^{-1} \frac{1}{8} = \frac{\pi}{4}.$$

5. A, B, C are the angles; a, b, c the sides; s half the sum of the sides of an acute angled triangle; prove:—

$$(a) \quad \cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}.$$

$$(b) \quad \text{area} = \sqrt{s(s-a)(s-b)(s-c)}.$$

$$(c) \quad \cos B = \frac{a^2 + c^2 - b^2}{2ac}.$$

[OVER]

6. Find expressions in terms of the sides and area of a triangle, for the radii respectively of the circles inscribed in and circumscribed about the triangle.

7. Find the angle between the diagonal of a cube and the diagonal of one of its faces.

8. An artillery officer wishes to find the distance from his guns, G, to an object, O, within the enemy lines. He selects a point P in friendly territory 1020 yds. from G, and finds the angles OPG and PGO to be $107^{\circ}18'$ and $27^{\circ}12'$, respectively. Find the distance between the guns G and the object O.

9. A and B are points on opposite sides of a hill, neither of the points being visible from the other. An engineer about to construct a tunnel through the hill from A to B wishes to get the exact direction of line AB. He takes a point C on the hill in the same vertical plane as A and B, and measures AC, BC, and angle ACB. He finds the measurements to be 81.1, 105.75, and $47^{\circ}54'$, respectively. Find the angle which the line of direction of the tunnel makes with AC.

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BOTANY

1. (a) Describe a spirogyra under the headings (i) habitat, (ii) structure, and (iii) mode of reproduction.

(b) Compare a spirogyra with a chara as to these points.

2. Describe the structure and the mode of reproduction of a horsetail.

3. (a) Describe the microscopic structure of a leaf.

(b) Show how the leaf is adapted by this structure to the work it has to perform.

4. Describe a plant, its flower included, belonging to *one* of the following orders: Leguminosae, Caryophyllaceae, Boraginaceae.

5. Describe the fruits of any *five* of the following: strawberry, blueberry, buttercup, maple, bean, pine, shepherd's purse. Trace in each case the modifications of the parts of the flower by which the fruit has been produced.

6. (a) Describe the different methods of reproduction among flowering plants other than by means of seed.

(b) What are the advantages and disadvantages of the methods you have described?

7. (a) What modifications of the external parts of flowering plants serve to protect them and their fruits from enemies?

(b) What internal features of plants may serve the same purpose?

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ZOOLOGY

1. Make a drawing of a grasshopper as viewed from the side, showing the parts that may be seen without removing any of them from the body. Label the parts represented.

2. Compare the vertebral column and ribs of a fish with those of a cat (or rabbit), and show how the differences in structure are related to differences in function.

3. Compare the structure of the forefoot of the horse, the sheep, the cat (or rabbit), and the mole, making clear which parts correspond.

4. (a) Describe four chief types of bill and of foot found among birds. Show by means of an example how each type is suited to the habits of the bird possessing it.

(b) What advantages does a bird derive from the absence of teeth?

5. Describe the organs of locomotion and the modes of locomotion of the crayfish, the earthworm, and the snake.

6. (a) Describe the shell of the freshwater clam under the headings: (i) structure, (ii) markings, (iii) use.

(b) Compare with the shell of a snail as to these points.

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PHYSICS

1. Give three illustrations of *inertia*, and then define the term.
2. (a) How would you demonstrate experimentally the law of the parallelogram of forces ?
(b) Two forces acting in directions at right angles to each other have a resultant of 40 pounds. One force makes an angle of 60° with the resultant. Find the magnitude of the two forces.
3. A locomotive weighing 80 tons draws 15 cars, each weighing 50 tons, and the force required to move the train on a level track is 12 pounds per ton.
(a) Calculate the work done in drawing the train 2 miles on a level track.
(b) If the track is on a grade rising 1 foot in 200 feet, calculate the total work done in the 2 miles.
(c) If the speed of the train going up the grade is 25 miles per hour, calculate the rate of working in H.-P. and in K.-W.
4. (a) How would you demonstrate experimentally Archimedes' Principle ?
(b) A block of wood weighing 700 grams and whose specific gravity is 0.7 is to be loaded with lead (specific gravity 11.3) so as to float with $\frac{9}{10}$ of its volume immersed. What weight of lead is required (i) if the lead is laid on top, (ii) if it is fastened to the under side ?
5. (a) Describe the mercury barometer.
(b) Into a tall vessel is poured mercury to a depth of 10 cm., then water to a depth of 20 cm., and then coal-oil to a depth of 55 cm. (total depth 85 cm.) Find the pressure in grams per square centimetre at the bottom of the vessel, if the specific gravity of mercury is 13.6 and of coal-oil 0.9.

[OVER]

6. (a) Obtain a formula to give the height to which a liquid of surface tension T will rise in a tube of radius r .

(b) In using this formula to measure the surface tension of a liquid, how would you determine the height of the liquid column and the radius of the tube?

7. Explain the action of the Bunsen burner and of the atomizer.

8. (a) Describe a method of determining the mechanical equivalent of heat by using an electric current.

(b) In an electric furnace a current of 800 amperes at 50 volts is used. Find the cost of operating the furnace for 6 hours at the rate of $1\frac{1}{2}$ cents per kilowatt-hour.

(c) How many calories of heat are developed in 1 second?

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CHEMISTRY

1. (a) Describe the process of manufacture of (i) baking soda, (ii) calcium cyanamide.

(b) Specify one important commercial use of (i) baking soda, (ii) calcium cyanamide.

2. (a) Describe a commercial method of preparing zinc or lead from the sulphide ore.

(b) Describe a method whereby one of the waste products formed during the process in (a) can be used in the manufacture of sulphuric acid.

3. (a) P, As, and Sb, are regarded as belonging to the same group of elements. Write the formulas and compare the properties of the compounds which each of these elements forms (i) with hydrogen and (ii) with oxygen.

(b) Name a commercially important compound or alloy of each element mentioned in (a), and state for what it is important.

4. (a) Describe a laboratory method of preparing (i) ammonia, (ii) nitrous oxide, (iii) hydrogen fluoride. In each case write the equation that represents the chemical reaction.

(b) Describe an experiment (one for each) that will show the oxidizing or reducing action of each of the following:—hydrogen peroxide, hydrogen sulphide, sulphur dioxide.

[OVER].

5. (a) You are given four substances, known to be a sulphite, a sulphate, a bromide, and an iodide, respectively. How would you identify each substance?

(b) Write the formula of each of the following compounds:

(i) An oxide and an acid of silicon and of tin.

(ii) Sodium bicarbonate, acid sodium sulphate, di-sodium phosphate.

6. For complete combustion, 11.45 grams of a gaseous hydrocarbon requires 35.2 grams of oxygen. In burning it forms 38.72 grams of carbon dioxide and 7.93 grams of water. One litre of the gas at 0°C . and 760 mm. pressure weighs 1.161 grams. Calculate the equation that expresses the reaction.

7. (a) Why are the hydroxides of zinc and aluminium regarded as having both acid and basic properties?

(b) How is pig iron converted into steel?

Department of Education, Ontario

September Examinations, 1921

UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS

MINERALOGY

1. (a) Name four minerals that are oxides, and give their formulae.

(b) State how you would recognize each of these minerals (i) by its physical properties, (ii) by its blow-pipe reactions.

2. (a) Make a drawing of a crystal of calcium carbonate. Name three other forms of this compound occurring in nature. Describe a chemical test by which it may be recognized.

(b) Account for the deposit of calcium carbonate found on the inside of a tea-kettle.

3. (a) Name minerals (one for each) from which the following elements are obtained for commercial purposes : lead, sulphur, arsenic, chlorine, zinc.

(b) State how you would recognize by its physical properties each of the minerals mentioned in your answer to (a).

(c) Describe blow-pipe tests that show in these minerals the presence of the elements named in (a).

4. (a) State accurately important localities in Canada where the following substances are mined (one locality for each substance) : graphite, apatite, felspar, corundum, gypsum, asbestos, halite, mica.

(b) Give one commercial use for each of the substances named in (a).

5. Distinguish by their physical properties : orthoclase from quartz ; gneiss from granite ; gold from pyrite ; pyrite from chalcopyrite ; biotite from muscovite ; galena from lead ; hard coal from soft coal ; granite from syenite.

[OVER]

6. Describe the action of *glaciers*, *frost*, and *plant life* in the formation of soil.

7. (a) In what parts of Ontario are rocks of the palaeozoic age found ?

(b) State two differences between palaeozoic rocks and archæan rocks.

(c) Give reasons for believing that the ocean bed once occupied what is now Old Ontario.

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LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English :—

- Nisus abit ; iamque imprudens evaserat hostes
Atque locos, qui post Albae de nomine dicti
Albani, tum rex stabula alta Latinus habebat ;
Ut stetit et frustra absentem respexit amicum.
5 “ Euryale infelix, qua te regione reliqui ?
Quave sequar, rursus perplexum iter omne revolvens
Fallacis silvae ? ” Simul et vestigia retro
Observata legit dumisque silentibus errat.
Audit equos, audit strepitus et signa sequentum.
10 Nec longum in medio tempus, cum clamor ad aures
Pervenit ac videt Euryalum, quem iam manus omnis
Fraude loci et noctis, subito turbante tumultu,
Oppressum rapit et conantem plurima frustra.
Quid faciat ? qua vi iuvenem, quibus audeat armis
15 Eripere ? an sese medios moriturus in enses
Inferat et pulchram properet per vulnera mortem ?

(a) Write out and scan lines 1 and 10, marking the caesura in each.

(b) Account for the mood of *faciat* (l. 14): comment on the form of *sequentum* (l. 9).

(c) Compare *imprudens* (l. 1), and *pulchram* (l. 16): give the principal parts of *audeat* (l. 14) and *moriturus* (l. 15).

(d) “ For the most part Vergil does not aim at expressing his thoughts in the simplest but rather in the most striking manner.” Illustrate this criticism from the above passage.

[OVER]

B

2. Translate into English :—

Iam pauca aratro iugera regiae
 Moles relinquent; undique latius
 Extenta visentur Lucrino
 Stagna lacu, platanusque caelebs

5 Evincet ulmos; tum violaria et
 Myrtus et omnis copia narium
 Spargent olivetis odorem
 Fertilibus domino priori;

Tum spissa ramis laurea fervidos

10 Excludet ictus. Non ita Romuli
 Praescriptum et intonsi Catonis
 Auspiciis veterumque norma.

Privatus illis census erat brevis,
 Commune magnum; nulla decempedis

15 Metata privatis opacam
 Porticus excipiebat Arcton,

Nec fortuitum spernere caespitem
 Leges sinebant, oppida publico
 Sumptu iubentes et deorum

20 Templa novo decorare saxo.

(a) With what purpose did Horace write this ode?

(b) Comment on the appropriateness of the use of *caelebs* (l. 4).

(c) Who were *Romuli* (l. 10) and *Catonis* (l. 11)? Why is the latter called *intonsi*?

(d) Write a note explaining the form *Arcton* (l. 16); account for the case of *narium* (l. 6) and *illis* (l. 13); give the principal parts of *visentur* (l. 3).

C

3. Translate into English :—

Quod si Romae Cn. Pompeius privatus esset hoc tempore, tamen ad tantum bellum is erat deligendus atque mittendus; nunc, cum ad ceteras summas utilitates haec quoque opportunitas adiungatur, ut in iis ipsis locis adsit, ut habeat

5 exercitum, ut ab iis qui habent accipere statim possit, quid exspectamus? aut cur non ducibus dis immortalibus eidem, cui cetera summa cum salute reipublicae commissa sunt, hoc quoque bellum regium committamus?

At enim vir clarissimus, amantissimus reipublicae, Q.
 10 Catulus, itemque summis ornamentis honoris, fortunae,

virtutis, ingenii praeditus, Q. Hortensius, ab hac ratione dissentiunt. Quorum ego auctoritatem apud vos multis locis plurimum valuisse et valere oportere confiteor; sed in hac causa, tametsi cognoscetis auctoritates contrarias virorum
15 fortissimorum, tamen omissis auctoritatibus ipsa re ac ratione exquirere possumus veritatem, atque hoc facilius, quod ea omnia, quae a me adhuc dicta sunt, idem isti vera esse concedunt, et necessarium bellum esse et magnum et in uno Cn. Pompeio summa esse omnia.

(a) Account for the case of *Romae* (l. 1), *reipublicae* (l. 9), *ornamentis* (l. 10), *hoc* (l. 16); the mood and tense of *esset* (l. 1); and the mood of *adiungatur* (l. 4), *possit* (l. 5), *committamus* (l. 8).

(b) *Hoc bellum regium* (ll. 7, 8); explain the reference. *Ab iis, qui habent* (l. 5); who are meant?

(c) Outline the arguments against Cicero's contentions advanced by (i) Catulus, (ii) Hortensius; show briefly how Cicero met the attack of each.

D

4. Translate into English:—

Aduatuci, ubi vineas moveri et appropinquare moenibus viderunt, nova atque inusitata specie commoti legatos ad Caesarem de pace miserunt, qui ad hunc modum locuti: Non existimare Romanos sine ope divina bellum gerere, qui tantae altitudinis machinationes tanta celeritate promovere possent, se suaque omnia eorum potestati permittere dixerunt. Unum petere ac deprecari: si forte pro sua clementia, quam ipsi ab aliis audirent, statuisset Aduatucos esse conservandos, ne se armis despoliaret. Sibi omnes fere finitimos esse inimicos ac suae virtuti invidere, a quibus se defendere, traditis armis, non possent. Sibi praestare si in eum casum deducerentur, quamvis fortunam a populo Romano pati quam ab his per cruciatum interfici inter quos dominari consuissent. Ad haec Caesar respondit: se magis consuetudine sua quam merito eorum civitatem conservaturum, si, prius quam murum aries attigisset, se dedidissent; sed deditiois nullam esse condicionem nisi armis traditis. Se id quod in Nervii fecisset facturum finitimisque imperaturum ne quam dediticiis populi Romani iniuriam inferrent. Re nuntiata ad suos, quae imperarentur facere dixerunt.

mihi praestat—I prefer.

cruciatum—torture.

dediticiis—subjects.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

LATIN COMPOSITION AND CAESAR

A

1. (a) Translate into English :—

Hac spe lapsus Indutiomarus nihilo minus copias cogere, exercere, a finitimis equos parare, exules damnatosque tota Gallia magnis praemiis ad se allicere coepit. Ac tantam sibi iam his rebus in Gallia auctoritatem comparaverat ut undique
5 ad eum legationes concurrerent, gratiam atque amicitiam publice privatimque peterent.

Ubi intellexit ultro ad se veniri, altera ex parte Senones Carnutesque conscientia facinoris instigari, altera Nervios Aduatucosque bellum Romanis parare, neque sibi voluntari-
10 orum copias defore, si ex finibus suis progredi coepisset, armatum concilium indicit.

(b) Account for the case of *spe* (l. 1), *Gallia* (l. 3), *facinoris* (l. 8); and for the mood and tense of *coepisset* (l. 10).

(c) Give the principal parts of *lapsus* (l. 1), *allicere* (l. 3), *concurrerent* (l. 5).

B

2. Translate into Latin :—

(a) Having been informed that a large party of Gauls was assembling to attack them, they retired during the night to another position about two miles distant.

(b) Although he endeavoured by all possible means to bring the Germans to his side, he was yet unable to persuade a single state to cross the Rhine.

(c) Should they be summoned by Caesar, they would deny ever having promised to obey the Romans.

(d) While we kept ourselves within a camp excellently fortified both naturally and artificially, we had no fear that the enemy would drive us out.

[OVER]

(e) The messenger was warned by Cicero not to travel by day and not to show the letter to anyone until he should hand it to Caesar himself.

(f) When he had perused this letter Caesar realized into what grave peril he had brought the fortunes of Rome by placing Titurius in charge of a legion.

(g) No harm would have been done the prisoners by anyone, had they not in the absence of the centurion formed a plan to seize the guards.

(h) With such remarkable speed were they accustomed to rush forward in battle array against a foe that not even the bravest troops dared to withstand their onslaught.

C

3. Translate into Latin :—

NOTE:—*Turn into indirect discourse the part within quotation marks.*

Crassus was instructed by Caesar to spur on his troops by promising most generous rewards in the event of victory. The same day he called a meeting of the officers and addressed them as follows: "I am going to tell you the plan which the general has adopted both for your safety and that of the state. At day-break let each of you be ready to attack the enemy when they draw up their line of battle according to their daily custom. I myself shall be in charge of the cavalry, and I shall see to it that, if no misfortune befalls us, all those who survive shall be our prisoners."

Three thousand Gauls perished and the rest were captured. Meanwhile Caesar, alleging that the Gauls were employing cavalry sent by the Britons, had made up his mind to cross into Britain. He had hesitated to leave the continent till all Gaul had been brought under the sway of Rome. Thinking the time now opportune he gave orders that the transports should assemble by a fixed date. He also sent a trusted officer ahead with one warship to investigate the coast-line and to report to him as soon as possible what he should find out about the character of the country and the people.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

FRENCH AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

1. Translate into English :—

Le docteur Hirtz de Berlin, qui avait copié ce testament lui-même, s'excusa fort obligeamment de ne l'avoir pas envoyé plus tôt. Ses affaires l'avaient contraint de voyager loin de la capitale. En passant par Dantzig, il s'était donné
5 le plaisir de visiter M. Nicolas Meiser, ancien brasseur, richissime propriétaire et gros rentier, actuellement âgé de soixante-six ans. Ce vieillard se rappelait fort bien la mort et le testament de son oncle, le savant; mais il n'en parlait pas sans une certaine répugnance. Il affirmait d'ailleurs
10 qu'aussitôt après le décès de Jean Meiser, il avait rassemblé dix médecins de Dantzig autour de la momie du colonel; il montra même une déclaration unanime de ces messieurs, attestant qu'un homme desséché à l'étuve ne peut en aucune façon ni par aucun moyen renaître à la vie.

2. Explain the use of the definite article in *Le docteur Hirtz* (l. 1), and its omission before *ancien brasseur* (l. 5).

3. Translate into English :—

Une triple salve d'applaudissements mêlés de cris salua le triomphe du docteur Nibor. La foule, entassée dans le salon, dans les couloirs, dans la cour et jusque dans la rue, comprit à ce signal que le miracle était accompli. Rien ne put la
5 retenir; elle enfonça les portes, surmonta les obstacles, culbuta tous les sages qui voulaient l'arrêter, et vint enfin déborder dans le cabinet de physique.

“Messieurs! criait M. Nibor, vous voulez donc le tuer!”

Mais on le laissait dire. La plus féroce de toutes les
10 passions, la curiosité, poussait la foule en avant; chacun

[OVER]

voulait voir, au risque d'écraser les autres. M. Nibor tomba ; M. Renault et son fils, en essayant de le secourir, furent abattus sur son corps ; Mme Renault fut renversée à son tour aux genoux du colonel et se mit à crier du haut de sa tête.

15 "Sacrebleu ! dit Fougas en se dressant comme par ressort, ces gredins-là vont nous étouffer, si on ne les assomme !"

4. *de cris* (l. 1). Why is *des* not used ?

5. Give the first person singular, future indicative of *comprit* (l. 3), *put* (l. 4), *retenir* (l. 5), *voulaient* (l. 6), *voir* (l. 11).

6. Where had Fougas obtained the million francs he presented to Clémentine ?

7. Did Fougas resume military life after his resurrection ?

8. Translate into English :—

Destournelles. Que vous disais-je?... Je vous étonne en vous les rappelant... Voyons, ai-je rêvé?... Un jour, un avocat de Poitiers ne vit-il pas entrer chez lui une émigrée, une baronne, qui venait le conjurer de mettre au service de
5 ses intérêts gravement compromis cette entente des affaires qu'elle devait railler si finement plus tard ? Touché de son infortune, épargna-t-il sa peine et ses soins ? Grâce à son dévouement, elle avait pu rentrer dans son petit castel ; grâce à sa fortune, elle pouvait relever l'éclat de sa maison,
10 et son orgueil, vaincu par la reconnaissance, envisageait alors sans effroi les fourches caudines d'une mésalliance.

9. Why is the Baroness called *une émigrée* (l. 3) ?

10. Translate into English :—

Hélène. Hélas ! je ne sais que croire... qu'imaginer... Mon père aurait-il involontairement?... Il a parfois encore toute la pétulance, toutes les mutineries, tous les emportements du jeune âge... C'est un enfant, mon pauvre père ;
5 mais si bon, si charmant ! S'il lui est arrivé de vous offenser, il n'en sait rien lui-même : il ne faut pas lui en vouloir.

11. Why is the conditional used in *Mon père aurait-il involontairement* ?

12. Indicate by any method you please the pronunciation of *haïr*, *août*, *initier*, *tiers*, *ennemi*.

13. Translate into English :—

L'ouvrier des champs a le ciel sur la tête, le sol sous ses pieds, l'air dans sa poitrine, l'horizon vaste et libre dans ses regards, le spectacle perpétuellement nouveau du firmament, de la terre, du jour, de la nuit, des saisons qui entretiennent sans paroles, mais sans lassitude, les sens, le coeur, l'esprit de l'homme de la campagne. Ses travaux sont rudes, mais ils sont variés; ils comportent mille applications diverses de la pensée, mille attitudes différentes du corps, mille emplois des heures et des bras. Presque tous ses travaux s'accomplissent en plein air et en plein jour, santé et gaieté de l'homme. L'homme n'y est point machine; il est homme; il y place son émulation, son argent, son adresse, sa force, son exactitude, son habileté; il y est actif et assidu, mais il n'y est pas esclave. Il se sent libre et il se déplace à son gré dans le vaste atelier rural ouvert à ses pas. Il y devient robuste, il y reste sain; sans cesse aux prises avec les forces de la nature, il y exerce les siennes; il a la fierté et le courage de sa liberté; il est propre à tout.

14. Translate into English :—

LA PLUIE.

Il pleut. J'entends le bruit égal des eaux ;
Le feuillage, humble, et que nul vent ne berce,
Se penche, et brille en pleurant sous l'averse,
Le deuil de l'air afflige les oiseaux.

Tout l'horizon n'est qu'un blême rideau ;
La vitre tinte et ruisselle de gouttes ;
Sur le pavé sonore et bleu des routes
Il saute et luit des étincelles d'eau.

Le long d'un mur, un chien morne à leur piste,
Trottent, mouillés, de grands bœufs en retard ;
La terre est boue, et le ciel est brouillard,
L'homme s'ennuie: oh ! que la pluie est triste !

averse—shower

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

FRENCH COMPOSITION

A

Translate into French :—

1. Let us begin by doing something easy.
2. Many new processes are being invented nowadays.
3. He gave her the medicine and put her on diet.
4. What a pity ! She was only sixteen when she died.
5. The prosperity of the country keeps increasing every year.
6. When did your friends arrive ? Three weeks ago.
7. Those old people are much more serious than they used to be.
8. On entering the store, she asked the grocer for a pound of tea.
9. They used nothing but steel beams in that building.
10. The lady with the red hat has just sent for a carriage.
11. You should have translated that exercise before you came to school.
12. William and I have been walking so fast that we are perspiring.
13. Tell her to put on the dress she has had made by the Parisian dressmaker.
14. It seems to me that tailors have become more and more numerous.
15. It will be difficult to change your manner of living but it will have to be done.
16. After you have had your hair cut, go and have your measure taken for a suit.
17. Generally speaking the problems we have solved to-day were easier than those we had yesterday.

[OVER]

B

Translate into French :—

Jean Bart had come to Versailles to ask a favour of the king,—a favour which Louis XIV had already twice refused,—and although he was a rear-admiral, they would not show him in without a letter of admittance. Now it was not through ignorance of the etiquette of the court that Jean Bart pulled out his pipe, filled it with tobacco, struck a light and lit it in the antechamber of the King. No, it was because he had to take the King's cabinet by surprise. The courtiers looked at him with amazement.

“Sir”, said the officer on duty, “I am going to be compelled to put you out.”

“You wouldn't do that,” replied Jean Bart, “before I have spoken to the King!”

It was not an easy thing to put Jean Bart out; so the officer went and told the King what was going on in his antechamber.

“I wager it is Jean Bart,” said Louis XIV. “Let him finish his pipe, and show him in.”

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GERMAN AUTHORS, GRAMMAR AND SIGHT TRANSLATION

A

1. Translate into English :—

Neben unserer Haustür stand damals eine kleine weiße Bank mit grünen Stäben in den Rück- und Seitenlehnen, von der man nach der einen Seite die lange Straße hinab bis an die Kirche, nach der anderen aus der Stadt hinaus bis in die Felder sehen konnte. An Sommerabenden saßen meine Eltern hier, der Ruhe nach der Arbeit pflegend; in den Stunden vorher aber pflegte ich sie in Beschlag zu nehmen und hier in der freien Luft und unter erquickendem Ausblick nach Ost und West meine Schularbeit anzufertigen.

2. Translate into English :—

„Und so war ich denn nach kaum acht Tagen wieder hier, von den Bergen an die Nordseeküste, in unserer alten Vaterstadt. Ich nahm mit Heinrich die Geschäfte rüstig in die Hand und richtete zugleich die beiden leer stehenden Zimmer im Hinterhause für den Vater Joseph ein. — Vierzehn Tage weiter — es strichen eben die Düfte der ersten Frühlingsblumen über die Gärten — da kam es die Straße herauf gebimmelt. ‚Meister, Meister,‘ rief der alte Heinrich, ‚sie kommen, sie kommen!‘ Und da hielt schon das Wägelchen mit den zwei hohen Kisten vor unserer Tür. Das Pisei war da, der Vater Joseph war da, beide mit munteren Augen und roten Wangen; und auch das ganze Puppenspiel zog mit ihnen ein; denn ausdrückliche Bedingung war es, daß dies den Vater Joseph auf sein Altenteil begleiten solle. Das kleine Fuhrwerk wurde in den nächsten Tagen schon verkauft.

„Dann hielten wir die Hochzeit; ganz in der Stille; denn Blutsfreunde hatten wir weiter nicht am Ort; nur der Hafenmeister, mein alter Schulkamerad, war als Trauzeugen mit zugegen.“

[OVER]

3. Give the nominative plural of Hand, Vater, Thür, Ort, Schulkamerad.

4. Give the third person singular, present indicative of nahm, strichen, rief, zog . . . ein, hielten.

5. Compare alten (l. 2), hohen, nächsten.

6. Translate into English :—

Dritter Aufzug.

Erster Auftritt.

Oberst Dorsigny kommt. Gleich darauf Lormeuil.

Oberst. Muß der Teufel auch diesen Notar gerade heute zu einem Nachessen führen! Ich hab' ihm ein Billet dort gelassen, und mein Herr Nefse hatte schon vorher die Mühe auf sich genommen.

Lormeuil (kommt). Für diesmal denke ich doch wohl den Onkel vor mir zu haben und nicht den Nefsen.

Oberst. Wohl bin ich's selbst! Sie dürfen nicht zweifeln.

Lormeuil. Ich habe Ihnen viel zu sagen, Herr von Dorsigny.

Oberst. Ich glaub' es wohl, guter Junge! Du wirst rasend sein vor Zorn — Aber keine Gewalttätigkeit, lieber Freund, ich bitte darum! Denken Sie daran, daß der, der Sie beleidigt hat, mein Nefse ist — Ihr Ehrenwort verlang' ich, daß Sie es mir überlassen wollen, ihn dafür zu strafen.

Lormeuil. Aber so erlauben Sie mir —

Oberst. Nichts erlaub' ich! Es wird nichts daraus! — So seid ihr jungen Leute! Ihr wißt keine andere Art, Unrecht gut zu machen, als daß ihr einander die Hälse brecht.

Lormeuil. Das ist aber ja nicht mein Fall. Hören Sie doch nur!

Oberst. Mein Gott! ich weiß ja! Bin ich doch auch jung gewesen! — Aber laß dich das alles nicht anfechten, guter Junge! du wirst doch mein Schwiegersohn! Du wirst's — dabei bleibt's!

Lormeuil. Ihre Güte — Ihre Freundschaft erkenn' ich mit dem größten Dank — Aber, so wie die Sachen stehen —

Oberst (lauter). Nichts! Kein Wort mehr!

7. Translate into English :—

Das grüne Haus

Ja, es ist ein grünes Haus, in dem ich wohne; und alle Märchen und Geschichten, die in diesem Buche stehn, sind darin geschrieben worden. Es ist nicht grün angestrichen wie ein Gartenzaun oder eine Blumenbank — nein, das wäre häßlich, die Menschen verstehen noch immer nicht die Farben so gut zu mischen wie der liebe Gott — mein Haus ist anders grün, und auch nur im Sommer. Dann wachsen die Haselsträucher und die Kletterrosen so dicht an den Mauern, daß man vor lauter Grün nicht in die Fenster sehen kann, trotzdem sie ganz niedrig liegen; und wenn der Wind kommt, weht er Laub und Blütenblätter über meinen Schreibtisch; und manche kleine Raupe und manches Käferchen ist schon über meine Märchen gekrochen.

Wenn der Mond in den Garten scheint, gehe ich in den Garten hinaus, wo mein lieber Nußbaum steht, mit seinen glänzenden, wohlriechenden Blättern.

Das beste sagt mir der Nußbaum; und ich bewahre es wohl in meinem Sinn. So sitze ich an manchem Sommerabend unter seiner Krone; und wenn ich genug von seinen Märchen weiß, gehe ich zurück ins grüne Haus und setze mich an den Schreibtisch. Da steht der große, geschnitzte Lederstuhl, da liegt meine Feder und ein Päckchen weiße Blätter, da kann ich aufschreiben, was mir das Nußbäumchen erzählt hat, und ihr sollt auch etwas davon hören.

8. Translate into English :—

Schließe mir die Augen beide
mit den lieben Händen zu!
Geht doch alles, was ich leide,
unter deiner Hand zur Ruh,
Und wie leise sich der Schmerz
Well' um Welle schlafen leget,
wie der letzte Schlag sich reget,
füllest du mein ganzes Herz.

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GERMAN COMPOSITION

Translate into German :—

1. Should you like to free a lovely princess?
2. She has only a son of six years and a daughter of three.
3. The gentleman was sitting at the table eating his dinner.
4. Did you say that it has already struck three?
5. Do you know the man? Do you know his name? I don't.
6. It was bitterly cold at midnight, and the streets were like the grave.
7. Did you see the play last night? Yes! How did you like it?
8. Year after year he used to go and come, always cheerful and always alone.
9. I am very glad to find you here and in such good health.
10. Your father is right; you must pay your debts at once.
11. My brother is here on a short visit only. Can't you come to-night? I know he would like to see you.
12. I don't know whether I am dreaming or not. I can't understand it at all.
13. The captain fell in love with his niece. He was short-sighted and mistook her for her friend, which was not surprising, because they do look a good deal alike.
14. Have you ever read the story of the shepherd whom a dwarf invited to go into a hill? Whom did he see there? A king! And what was the name of the king? You forget! It does not matter. But perhaps you remember why he was living in the hill? It was a tradition! Why had it spread? The people would not believe he had died! When did he die? In Asia on a crusade! And what does he do in his bright hall?

[OVER]

Sleeps! Does he never wake up? Every hundred years! That's odd, why so often? To ask if the ravens are still flying around the hill! And if they are not? Then he knows that the time has come for him to come out and again set up a mighty German empire! It is a curious story, isn't it?

15. Jack was willing to undertake the adventure. He jumped into the saddle of the milkwhite magic steed and away they went. He had a merry ride. He laughed when he thought what he had been doing an hour before. On rushed the horse through the wood till suddenly it stopped in front of a beautiful castle. In it a lovely princess was standing at the window. She seemed to be the neighbour's little girl, but she was much taller and also more beautiful. Just then somebody caught Jack by the ear. It was Dr. Thrashem. "You went to sleep over your books, you young rascal," said the doctor. And sure enough, Jack was sitting at the table which was covered with inkspots, and opposite him sat Harry. Outside in the garden they told each other their dreams, but there was no princess or enchanted castle in Harry's. He stood under a gold tree, shook it and filled all his pockets with the leaves. Because both had had the same dream, they believed it would some day be fulfilled. And so it happened. Do you remember how?

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GREEK AUTHORS AND GRAMMAR

A

1. Translate into English :—

(a) ἐντεῦθεν ἐποίουν ἐκκλησίαν, εἰς ἣν ἡ βουλὴ εἰσήνεγκε τὴν
ἐαυτῆς γνώμην Καλλιξένου εἰπόντος ὅτι δέοι κρίνειν ἅπαντας
τοὺς στρατηγούς μιᾷ ψήφῳ. παρήλθε δέ τις εἰς τὴν ἐκκλησίαν
φάσκων σωθῆναι ἐπὶ τεύχους ἀλφίτων. τοὺς δ' ἀπολλυμένους
5 ἐπιστέλλειν αὐτῷ, εἰάν σωθῇ, ἀπαγγεῖλαι τῷ δήμῳ ὅτι οἱ
στρατηγοὶ οὐκ ἀνείλουντο τοὺς ἀρίστους ὑπὲρ τῆς πατρίδος
γενομένους.

(b) Τῇ δ' ὑστεραίᾳ οἱ μὲν τριάκοντα πάνυ δὴ ταπεινοὶ καὶ
ἔρημοι συνεκάθηντο ἐν τῷ συνεδρίῳ. τῶν δὲ τρισχιλίων, ὅπου
10 ἕκαστοι τεταγμένοι ἦσαν, πανταχοῦ διεφέροντο πρὸς ἀλλήλους.
Ὅσοι μὲν γὰρ ἐπεποιήκεσάν τι βιαιότερον καὶ ἐφοβοῦντο ἔλεγον,
ὥς οὐ χρὴ εἶκειν τοῖς ἐν Πειραιεῖ. ὅσοι δὲ ἐπίστευον μηδὲν
ἡδικηκέναι, οὐκ ἔφασαν χρῆναι πείθεσθαι τοῖς τριάκοντα, οὐδ'
ἐπιτρέπειν αὐτοῖς ἀπολλύναι τὴν πόλιν. Καὶ τὸ τελευταῖον
15 ἐψηφίσαντο ἐκείνους μὲν καταπαῦσαι, ἄλλους δὲ ἐλέσθαι.

2. Give the principal parts of εἰσήνεγκε (l. 1), κρίνειν (l. 2),
ἐπιστέλλειν (l. 5), and ἔλεσθαι (l. 15).

3. Account for the tense of ἀπολλυμένους (l. 4), ἐπιστέλλειν
(l. 5), and ἀπαγγεῖλαι (l. 5); for the case of τρισχιλίων (l. 9)
and τελευταῖον (l. 14).

4. Give the mood synopsis of σωθῇ (l. 5), ἡδικηκέναι (l. 13).
Give the corresponding form in the active to ἐλέσθαι, in-
dicating the difference in meaning.

5. (a) ἡ βουλὴ, ἡ ἐκκλησία. What was each of these?

(b) What place did the Peiraeus occupy in the life of
Athens?

[OVER]

B

6. Translate into English :—

- (a) τῷ δ' ἤδη δύο μὲν γενεαὶ μερόπων ἀνθρώπων
ἐφθίαθ', οἳ οἱ πρόσθεν ἅμα τράφεν ἡδ' ἐγένοντο
ἐν Πύλῳ ἡγαθέη, μετὰ δὲ τριτάτοισιν ἄνασσεν—
ὃ σφιν εὐφρονέων ἀγορήσατο καὶ μετέειπεν.
5 “ὦ ποποῖ, ἦ μέγα πένθος Ἀχαιῖδα γαῖαν ἰκάνει·
ἦ κεν γηθήσαι Πρίαμος Πριάμοιό τε παῖδες
ἄλλοι τε Τρῶες μέγα κεν κεχαροίατο θυμῷ,
εἰ σφῶϊν τάδε πάντα πυθοίατο μαρναμένοισιν,
οἳ περὶ μὲν βουλὴν Δαναῶν, περὶ δ' ἐστὲ μάχεσθαι.
10 ἀλλὰ πίθεσθ'. ἅμφω δὲ νεωτέρῳ ἐστὸν ἐμείο·
ἤδη γάρ ποτ' ἐγὼ καὶ ἀρείοσιν ἡέ περ ὑμῖν
ἀνδράσιν ὠμίλησα, καὶ οὐ ποτέ μ' οἳ γ' ἀθέριζον.
- (b) Ὡς ἄρα φωνήσας κόρυθ' εἴλετο φαίδιμος Ἴκτωρ
ἵππουριν· ἄλοχος δὲ φίλῃ οἰκόνδε βεβήκει
15 ἐντροπαλιζομένη, θαλερὸν κατὰ δάκρυ χέουσα.
αἰψὰ δ' ἔπειθ' ἵκανε δόμους εὖ ναιετάοντας
Ἴκτορος ἀνδροφόνοιο, κιχήσατο δ' ἔνδοθι πολλὰς
ἀμφιπόλους, τῇσιν δὲ γόον πάσῃσιν ἐνῶρσεν.
αἱ μὲν ἔτι ζῶν γόον Ἴκτορα ᾧ ἐνὶ οἴκῳ·
20 οὐ γάρ μιν ἔτ' ἔφαντο ὑπότροπον ἐκ πολέμοιο
ἵξεσθαι, προφυγόντα μένος καὶ χεῖρας Ἀχαιῶν.

7. Identify τράφεν (l. 2), γαῖαν (l. 5), γηθήσαι (l. 6), κεχαροίατο (l. 7), ἐμείο (l. 10), ἀρείοσιν (l. 11), ᾧ (l. 19), ἔφαντο (l. 20).

8. Who is the speaker in (a)? Give the occasion and the effect of his appeal.

9. Give the Attic form of: ἡγαθέη (l. 3), πυθοίατο (l. 8), πάσῃσιν (l. 18).

C

10. Translate into English :—

- (a) ἔζετ' ἔπειτ' ἀπάνευθε κιῶν ἐπὶ θίνα θαλάσσης,
κάλλει καὶ χάρισι στίλβων· θηεῖτο δὲ κούρη.
δή ῥα τότε ἀμφιπόλοισιν ἐνπλοκάμοισι μετηύδα·
“Κλῦτέ μεν, ἀμφίπολοι λευκώλενοι, ὄφρα τι εἴπω,
5 οὐ πάντων ἀέκητι θεῶν, οἳ Ὀλυμπον ἔχουσι,
Φαιήκεσσ' ὅδ' ἀνὴρ ἐπιμίσγεται ἀντιθείοισιν·
πρόσθεν μὲν γὰρ δή μοι ἀεικέλιος δέατ' εἶναι,

νῦν δὲ θεοῖσιν ἔοικε, τοὶ οὐρανὸν εὐρὺν ἔχουσιν.
 αἱ γὰρ ἐμοὶ τοιόσδε πόσις κεκλημένος εἴη
 10 ἐνθάδε ναιετάων, καὶ οἱ ἄδοι αὐτόθι μίμνειν.
 ἀλλὰ δότ', ἀμφίπολοι, ξείνῳ βρώσιν τε πόσιν τε."

(b) τῶν δ' ὅς τις λωτοῖο φάγοι μελιηδέα καρπὸν,
 οὐκέτ' ἀπαγγεῖλαι πάλιν ἤθελεν οὐδὲ νέεσθαι,
 ἀλλ' αὐτοῦ βούλοντο μετ' ἀνδράσι Λωτοφάγοισι
 15 λωτὸν ἐρεπτόμενοι μενέμεν νόστου τε λαθέσθαι.
 τοὺς μὲν ἐγὼν ἐπὶ νῆας ἄγον κλαίοντας ἀνάγκη,
 νηυσὶ δ' ἐνὶ γλαφυρῇσιν ὑπὸ ζυγὰ δῆσα ἐρύσσας.
 αὐτὰρ τοὺς ἄλλους κελόμην ἐρίηρας ἐταίρους
 σπερχομένους νηῶν ἐπιβαινέμεν ὠκείων,
 20 μή πῶς τις λωτοῖο φαγὼν νόστοιο λάθηται.
 οἱ δ' αἶψ' εἴσβαινον καὶ ἐπὶ κληῖσι καθίζον,
 ἐξῆς δ' ἐζόμενοι πολλὴν ἄλα τύπτον ἐρετμοῖς.

11. Identify *θηεῖτο* (l. 2), giving the Attic equivalent.
 Identify *ἄδοι* (l. 10), explaining its syntax. Give the
 derivation of *μελιηδέα* (l. 12).

12. Write out and scan lines 10 and 17.

13. Sketch briefly the Homeric conception of the character
 of Nausicaa. How does the passage in 10 (a) above accord
 with this conception?

PROVINCE OF ONTARIO

SEPTEMBER EXAMINATIONS, 1921

HONOUR MATRICULATION, AND UPPER SCHOOL EXAMINATION
FOR ENTRANCE INTO THE NORMAL SCHOOLS

GREEK COMPOSITION AND SIGHT TRANSLATION

A

Translate into Greek :—

1. [*In (a), (b), (c), and (d) below, use participial constructions wherever possible.*]

(a) When these ships had been captured, the Athenians destroyed them.

(b) While the city was being handed over, the ships which had not been destroyed put out to sea, and made good their escape (*passive* σώζομαι).

(c) Since it was necessary to wait there until more soldiers should arrive, the Athenians prepared to fortify (τειχίζω) the place.

(d) They know (*use οἶδα*) that they are no longer honoured by you. (*Express the dependent clause in the active voice as well as in the passive.*)

2. They hoped that they would not be put to death.

3. He feared that they would not let him go (let go, ἀφίημι).

4. If they had not been afraid to take my advice they would now be safe (ἀσφαλής).

5. If the Athenians were to station (καθίστημι) soldiers in those cities, the citizens would revolt.

6. We said (*use both φημί and εἶπον*) that we would not show ourselves (φαίνομαι) so base as not to go to the help of our friends.

7. He gave orders to his officers that they should not attack the Athenians but should follow their ships whithersoever they sailed.

[OVER]

8. They asked him who he was and how many soldiers he was able to send.

9. Whoever does not obey the law is punished (*δίκην δίδωμι*).

10. Before you (*singular*) hand over the city, find out (*use γιγνώσκω*) whether or not you yourself are to be handed over to the enemy.

11. Do not surrender the city before you know for certain (*σαφῶς οἶδα*) that it will not be destroyed (*διαφθείρω*).

12. If this city of ours harms no other city, she will not suffer harm herself.

13. Ambassadors have been sent to make peace with the Greeks on these conditions.

B

Translate into English:—

Τῇ δ' ὑστεραία ἄγει ἐπὶ τὸ στρατόπεδον τοὺς Λάκωνας Σεύθης καὶ συλλέγεται ἡ στρατιά. τὼ δὲ Λάκωνε ἐλεγέτην ὅτι “Λακεδαιμονίοις δοκεῖ πολεμεῖν Τισσαφέρνει τῷ ὑμᾶς ἀδικήσαντι· ἦν οὖν ἴητε σὺν ἡμῖν, τόν τε ἐχθρὸν τιμωρήσεσθε καὶ δαρεικὸν ἕκαστος οἴσει τοῦ μηνὸς ὑμῶν.” καὶ οἱ στρατιῶται ἄσμενοί τε ἤκουσαν, καὶ εὐθὺς ἀνίσταται τις τῶν Ἀρκάδων τοῦ Ξενοφῶντος κατηγορήσων. παρῇν δὲ καὶ Σεύθης, βουλόμενος εἰδέναι τί πραχθήσεται. ἔνθα δὲ λέγει ὁ Ἀρκάς, “Ἄλλ' ἡμεῖς μὲν, ὦ Λακεδαιμόνιοι, καὶ πάλαι ἂν ἦμεν παρ' ὑμῖν, εἰ μὴ Ξενοφῶν ἡμᾶς δεῦρο πείσας ἀπήγαγεν· ἐνθάδε τε τὸν χειμῶνα στρατευόμενοι καὶ νύκτα καὶ ἡμέραν οὐδὲν πεπαύμεθα· καὶ Σεύθης ἐκείνον μὲν ἰδία πεπλούτικεν, ἡμᾶς δὲ ἀποστερεῖ τὸν μισθόν.” μετὰ δὲ τοῦτον ἄλλος ἀνέστη ὁμοίως καὶ ἄλλος. ἐκ δὲ τούτου Ξενοφῶν ἔλεξεν ὧδε· “τί οὖν ἐγὼ ἠδίκησα, ἀγαγὼν ὑμᾶς ἔνθα πᾶσιν ὑμῖν ἐδόκει; Σεύθου γὰρ πολλοὺς ἀγγέλους πρὸς ἐμὲ πέμποντος καὶ πολλὰ ὑπισχνουμένου μοι, εἰ πείσαιμι ὑμᾶς πρὸς αὐτὸν ἐλθεῖν, τοῦτο μὲν οὐκ ἐπεχείρησα ποιεῖν, ὥς αὐτοὶ ὑμεῖς ἐπίστασθε. ἦγον δὲ ὅθεν ὥομην τάχιστ' ἂν ὑμᾶς εἰς τὴν Ἀσίαν διαβῆναι. ταῦτα γὰρ καὶ βέλτιστα ἐνόμιζον ὑμῖν εἶναι καὶ ὑμᾶς ἥδειν βουλομένους. ἐπεὶ δ' Ἀρίσταρχος ἐλθὼν σὺν τριήρεσιν ἐκώλυε διαπλεῖν ἡμᾶς, ἐκ τούτου συνέλεξα ὑμᾶς, ὅπως βουλευσαίμεθα ὅ τι χρὴ ποιεῖν. οὐκ οὖν ὑμεῖς ἀκούοντες μὲν Ἀριστάρχου κελεύοντος ὑμᾶς εἰς Χερρόνησον πορεύεσθαι, ἀκούοντες δὲ Σεύθου πείθοντος ἑαυτῷ συστρατεύεσθαι, πάντες μὲν ἐλέγετε σὺν Σεύθῃ ἵεναι, πάντες δ' ἐψηφίσασθε ταῦτα;”

ἄσμενος, glad.

πλουτίζειν, to enrich.

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

ELEMENTARY AND PART A SPECIALIST

STENOGRAPHY THEORY

1. State, with examples, what is represented by each of the following:—

- (a) The two sizes of circles and of loops when used initially, medially, and finally;
- (b) The two sizes of initial and of final hooks when used (i) with straight strokes, (ii) with curves.

2. Write all the grammalogs with their corresponding logograms which are represented by the full length double consonants in all positions.

3. State the six main rules for the shun hooks, giving two examples of each.

4. (a) What is the effect of halving the letters m, n, l, and r in both light and heavy strokes?

(b) Explain fully the vocalization of these half-length strokes, illustrating with examples.

(c) Show how the halving principle applies to mp, ng, ler, rer.

5. What is meant by the doubling principle? Give rules for its use with (a) curved consonants, (b) straight consonants, (c) mp and ng.

6. (a) Name the requirements of a good phraseogram.

(b) Explain and illustrate a diphthong, a diphone, a contraction, a grammalog.

[OVER]

7. Write the following in approved shorthand :—

(a) Supreme, decipher, flyer, pigeon, epitaph, coupons, allowances, outlines, franchise, framer, cypress, Luther, freckles, possess, clinker, Swiss, wringer.

(b) Townhall, friendlessness, penmanship, merriment, self-control, intercourse, sprayer, yellowish, strenuous, turpentine, temperature, longer, heather, whooping-cough, incision, prepare, memorial, righteous, warranted, turmoil, tailored, whimperer, spreader, planted.

(c) Generalization, importance, subject, who, whose, minimum, prospectus, telegram, oneself, unconstitutional, description, advantageous, amalgamation, as we know, general manager, with reference to, I hope you will not.

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COMMERCIAL CERTIFICATES

ELEMENTARY AND PART A SPECIALIST

STENOGRAPHY PRACTICE AND TYPEWRITING

PART A—STENOGRAPHY

(For the Presiding Officer only.)

NOTE:—Each candidate must enclose both his shorthand notes and the typewritten transcription.

Before dictating the paper—which the candidates are not to see—the Presiding Officer should read it over to himself and time himself, so as to be able to dictate it at the prescribed rate—60 words per minute. To facilitate this the selections are divided into half-minute sections.

The Presiding Officer will allow one quarter minute after reading each selection before beginning the next.

For transcription of notes on typewriter immediately following the dictation, 55 minutes shall be allowed.

1. Dear Sir,—

The Canadian Forestry Association is endeavouring to secure a large number of new members with the purpose of furthering the object of forestry conservation.

We have been asked / to assist in this very worthy project and we enclose herewith explanatory literature which we are sure will interest you.

Should you feel disposed to aid this Association, we shall // be pleased to receive your \$2.00 covering the membership, which amount will be forwarded the above Association and you will then receive their publication, the Illustrated Canadian Forestry / Magazine, a non-technical, popular monthly paper with articles on tree planting and allied subjects, profusely illustrated.

We would bespeak your support of this most worthy object.

(2 minutes)

Yours very truly, //

[OVER]

2. Dear Madam,—

You recently paid a visit to our city store and displayed an interest in the Economy washing machine which we are demonstrating here.

If it is your intention / to purchase a washing machine, provided you find one that is entirely satisfactory, we are in a position to make you a very advantageous offer. We shall send a machine // to your home on 15 days' trial, with the understanding that if the machine proves satisfactory you are to pay for it at the end of that time.

You no / doubt remember that this machine has all the working parts enclosed. It is, therefore, impossible for the clothing to get caught on chains and gears as is possible with other // machines. The cylinder into which the clothes are put is made of zinc and will not rust.

The No. 1 machine, with galvanized body, which has a capacity of eight / sheets or sixteen shirts or their equivalent in other articles, is quoted at \$90.00; with copper body, \$100.

If you accept this trial offer and wish a // machine sent to you on this basis, it is understood that we will have a representative call at your home after the machine has been delivered to show you just / how it works.

The cost of operating the Economy is low, being but two cents per hour.

We are enclosing a stamped envelope for your convenience in replying.

Yours faithfully, //

(4 minutes.)

3. There are no laws in England compelling banks to keep cash reserves, their size being left entirely to the judgment of the managers. The banks throughout England find it much / more convenient to deposit their cash in the Bank of England. No interest is paid on these deposits, but the banks continue to make them, because of the right it // gives them to draw on the city banks. The result of this system of concentrating the cash in one bank is to place upon the Bank of England the responsibility / of holding the cash funds of the entire country not in active circulation. When there is an extraordinary demand for any reason, such as withdrawal of deposits by individuals and // firms in time of panic, that demand is transmitted from one bank to another, until it finally reaches the Bank of England. For this reason, the Bank of England must / keep itself in a position to finance such occurrences, and it does so by keeping a large cash reserve. It has learned from experience that a 40 per cent. reserve // is necessary. When the reserve piles up in excess of what is needed, the bank encourages loans by lowering the rate. This is the principle upon which loans are made / the world over, but because of the importance of the Bank of England its discount rate is watched carefully, even in other countries, as a barometer of financial conditions. //

(4 minutes.)

Department of Education, Ontario

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COMMERCIAL CERTIFICATES

ELEMENTARY AND PART A SPECIALIST

STENOGRAPHY PRACTICE AND TYPEWRITING

PART B.—TYPEWRITING PRACTICE

NOTE:—*Give the correct form and punctuation in each case ;
use no vertical ruling.*

1. Make a typewritten copy of the following :—

Number and Value of Fox Farms in Canada.

	Number of Farms	Land and Buildings	Fur-bearing Animals	Total Value
Prince Edward Island . . .	256	\$561,883	\$2,333,475	\$2,895,358
Nova Scotia	49	56,625	179,555	236,180
New Brunswick	20	62,066	234,375	296,441
Quebec	53	101,471	152,008	253,479
Ontario	10	5,016	36,475	41,491
Manitoba, Sask. & Alberta	13	75,894	185,800	261,694
British Columbia	8	11,850	24,535	36,385
Yukon	15	44,325	53,685	98,010
	424	\$919,130	\$3,199,908	\$4,119,038

2. Make a copy of the following letter :—

Guelph Ont June 10 1921 Messrs Murray-Kay Company Limited
15-31 King St East Toronto Ont Dear Sirs We shall appreciate an opportunity to submit an estimate on the printing of your catalogue or book of designs. We have done work along this line for a number of Canadian firms and have every reason to believe that our productions were entirely satisfactory. Will it be possible for you to set a time when our representative may call to see you in regard to the matter? Of course you will be under no obligation to order from us. We believe however that we can convince you that we have superior facilities for turning out high-grade work. We thank you for the courtesy of an early reply. Yours very truly Kelso Printing Co

[OVER]

3. Make out the following business papers :—

(a) Promissory note—

\$276.75 Whitby Ont Aug 3 1921 Four months after date we
promise to pay to the order of Charles Beemer the sum of Two Hundred
and Seventy-six 75/100 Dollars at our office here. Value received.

A Wilmot & Co

(b) Draft—

\$278.00 Hamilton Aug 5 1921 One month after date pay to James
Brown or order Two Hundred and Seventy-eight 00/100 Dollars for value
received and charge to the account of K Jamieson To Robert Smith
Woodstock

4. Make out the following invoice :—

Hespeler Ont Aug 1 1921 R Henderson Lindsay Ont Bought of
Hespeler Furniture Co Terms 3/10 n/30

2 Parlour Suites No 454 @ \$20.50 \$41.00

4 Oak Sideboards No 375 @ \$25.80 \$103.20

6 Jardiniere Stands No 391 @ \$1.20 \$7.20

24 Dining Room Chairs No 38 @ \$2.50 \$60.00

Total \$211.40

Department of Education, Ontario

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COMMERCIAL CERTIFICATES

ELEMENTARY AND PART B SPECIALIST

BOOK-KEEPING THEORY

1. What is the object of keeping a Private Ledger? What accounts would you keep in a Private Ledger? Show how it fulfils the object for which it is kept.

2. Write explanatory notes on each of the following :—

- (a) Shareholders' Ledger.
- (b) Single Entry Bookkeeping.
- (c) Statement of Affairs of a bankrupt merchant.

3. Define clearly each of the following and indicate how you would provide for them in a Balance Sheet :—

- (a) Wasting assets.
- (b) Sinking funds.
- (c) Secret reserves.
- (d) Appropriation account.
- (e) Goodwill.

4. Discuss (a) the Manufacturing, (b) the Trading, (c) the Expense ends of a business concern. Specify the particular arrangements that should be made in the books of account so that progress in each of the three divisions may be separately exhibited and studied.

5. Describe fully the methods of collection and of keeping book records of sales when shipped (a) by express C.O.D., (b) by freight, cash against documents.

[OVER]

6. (a) State the advantages of special columns in books of original entry.

(b) Indicate the special columns that are necessary and the books in which you would use such columns under the following conditions :—

- (i) Several ledgers comprised in one system of accounts.
- (ii) Several departments comprised in one business concern.

7. What is Cost Accounting and what are the main objects of such a system? Describe briefly the special books used in recording the cost in any manufacturing concern with which you are familiar.

Department of Education, Ontario

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COMMERCIAL CERTIFICATES

ELEMENTARY AND PART B SPECIALIST

BOOK-KEEPING PRACTICE

1. John Roberts commenced business on January 1, with the following assets and liabilities:—

Cash in Bank.....	\$	550
\$10,000 mining stock at market price $\$112\frac{1}{2}$		11,250
\$1,000 North West ordinary stock at $\$172$		1720
Accounts Receivable.....		600
Accounts Payable.....		3,000
Loan from the Bank.....		1,000
Bills Payable.....		1,500

During the year he issued cheques in payment of the following: warehouse, \$3,000; plant and machinery, \$2,500; raw material, \$12,000, less discount of 5 per cent.; wages, \$15,000; clerks' salaries, \$2,000; sundry business expenses, \$900; taxes and insurance, \$175; repairs to warehouse, \$100; repairs to plant and machinery, \$200; personal expenses, \$1000.

He sold goods to the amount of \$32,500, and received on account cash, \$30,000. All cash receipts were deposited daily. One of his debtors failed, owing him \$2,000, and in settlement paid $33\frac{1}{3}$ cents on the dollar (which amount is included in the \$30,000 cash mentioned above). He sold out his mining stock at \$114, and his North-West stock at \$175.

He discharged, by issuing cheques, liabilities owing on Jan 1st, \$3,000, and paid off the loan from his banker on June 30th, with interest at 5 per cent. per annum. He also paid at maturity, by cheque, his acceptance for \$1,500 which was outstanding on Jan 1st.

On December 31 he had unsold goods which cost \$2,000, but which for his Balance Sheet he valued at 90% of cost.

Prepare the Profit and Loss account for the year, and a Balance Sheet showing the position of affairs on December 31.

[OVER]

2. In the office of A. R. Noble three ledgers are used,—a general ledger, a sales ledger, and a purchase ledger. Each is self-balancing.

Draw up a suitable Cash Book and show the following transactions properly entered :—

- Aug. 1. Cash on hand, \$650 ; balance to Noble's credit in Merchants Bank, \$3250. Paid traveller's salary, \$300, and insurance, \$65. Issued cheque to R. Munro, for goods bought, \$1250.
- Aug. 3. Cash Sales, \$250. Paid, by cheque, invoice of S. Williams, \$540, less 3%. Received from B. Roberts, cash for invoice of \$285, less 2%.
- Aug. 10. Prepaid, by cheque, note in favour of R. Jones : face of note, \$250 ; discount allowed, \$2.50. Withdrew from the bank, \$450, and paid wages as per list, \$400, and to Bookkeeper, \$50.
- Aug. 14. Paid, by cheque, B. Small & Company's invoice, \$211, less 2%. R. Mason paid his note due to-day : face of note, \$125, and interest, \$3.40. Cash sales, \$143.50.
- Aug. 18. Paid our note in favour of R. Lloyd, \$300, and interest, \$4.50. Paid petty expenses, \$15.60. Deposited cash in bank, \$250. Drew drafts on A. K. Nuton, \$250, less 3%, and on R. M. Foote, \$325 less 1%. Discounted these two drafts at the bank and deposited the proceeds ; the bank charged discount \$2.35.
- Aug. 25. Discounted A. K. Bell's note, \$168, at the bank, discount \$7 ; proceeds deposited. Paid petty expenses, \$13.50

Close the Cash Book and bring down balances. Indicate the posting of each special column.

3. H. Smith, J. Smith, K. Smith, John Adams, and Henry Adams, organize a Joint Stock Company with an authorized capital of \$140,000 in 1400 shares of \$100 each, and agree to take over the business of H. Smith & Sons, as outlined below :—

H. Smith, J. Smith, and K. Smith each receives 220 shares, fully paid up, for his interest in the business taken over, and cash for any balance remaining to his credit.

John Adams receives 100 shares, fully paid up, for certain patents which he holds and transfers to the new company. He subscribes for 120 shares and pays a first call of 10 per cent. in cash.

Henry Adams receives 50 shares, fully paid up, for extra services in organizing the new company. He also subscribes for 170 shares, and pays a first call of 10 per cent. in cash.

The standing of the firm of Smith & Sons in which each has a one-third interest, is as follows:—

Assets:—Cash, \$2200; Finished Goods, \$4500; Plant, \$29,000; Real Estate, \$20,000; Accounts Receivable, \$12,000; Bills Receivable, \$8,850; Furniture and Fixtures, \$2,000.

Liabilities:—Bank overdraft, \$3,500; Notes Payable, \$4,500; Mortgage Payable, \$3,000; Accounts Payable, \$4,500.

The sum of \$650 is allowed off Accounts Receivable for bad debts, and 2 per cent is allowed off Bills Receivable.

The new company receives all assets and assumes all liabilities of the old company and also agrees to a Goodwill valuation of \$6,000.

Thirty shares of the new company stock are sold to John Williams at 110 on which he pays a first call of 10 per cent. in cash. The remaining 170 shares are held for future sales.

(a) Give entries for closing the books of H. Smith & Sons' partnership business.

(b) Give Journal entries only, for opening the new books for the Joint Stock Company.

Department of Education, Ontario

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COMMERCIAL CERTIFICATES

ELEMENTARY AND PART B SPECIALIST

BUSINESS PRACTICE AND BUSINESS LAW

1. Explain the difference between a limited partnership and a limited liability company.

2. (a) What is the significance of a crossing placed on a cheque?

(b) Illustrate four forms of a general crossing and two forms of a special crossing.

3. Under what conditions are Banks justified in refusing payment of cheques drawn on them?

4. In the presence of C, A makes a verbal agreement to rent a house from B for four years. Would this agreement be binding? Give reasons.

5. What notice, if any, must a landlord give a tenant to vacate,—

(a) at the expiration of a lease for a definite time;

(b) at the expiration of a yearly tenancy?

6. What is the liability of the directors of a company incorporated under the Ontario Companies Act,—

(a) for wages due to the company's servants;

(b) for paying dividends out of capital;

(c) on loans made to shareholders;

(d) for issuing a prospectus that contains false information?

7. A makes an offer to B to sell him certain goods for \$20, and promises to keep the offer open until the next day. In spite of such promise A sells the goods to another party the same day. The next day B informs A that he accepts his offer.

(a) Can B recover against A in an action for damages for breach of contract? Give reasons for your answer.

(b) If the value of the goods were \$200 would it make any difference? Give reasons.

[OVER]

8. (a) Give the rules governing the liability of a person under the age of 21 years on contracts made by him.

(b) Can such a person act as an agent? Explain.

9. Define: Dower, Chattel Mortgage, Due Bill, Holder in Due Course, Lien Note, Warehouse Receipt, Mechanic's Lien.

10. (a) What are the requisites of a valid will in Ontario?

(b) A beneficiary in a will has signed the same as a witness. What effect has this; on the validity of the will, and on a bequest to the above beneficiary?

11. (a) What is a Bill of Lading?

(b) Can the vendor of goods exercise his right of stoppage in transitu as against a bona fide endorsee for value of the bill of lading?

(c) In what respects does a bill of lading differ from a bill of exchange?

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

ELEMENTARY AND PART B SPECIALIST

PENMANSHIP

1. Write a note on the value of imitation in learning to write.
2. What are the chief values of movement exercises in learning to write?
3. Write four lines of *each* of the following capitals, joining four of each letter in a group, with four groups to a line: A, O, E, D, I, G, J.
4. Write four lines of *each* of the following words: Nipissing, Minneapolis, Waltham, Victoria, Honolulu, Yamaska, Islington.
5. Write four lines of *each* of the following:—
 - (a) A specimen of my business writing.
 - (b) Plain writing is most practical.
 - (c) If you would win friends be one.
 - (d) Quiet manners are most pleasing.
 - (e) Fame does not come by accident.
 - (f) Use an easy muscular movement.
 - (g) Clean thoughts make clean habits.
6. Write one line of *each* of these signatures, joining the letters wherever possible: A. G. Pearce, C. E. Canan, H. H. Knapp, D. A. Casey, D. G. Edmund, H. G. Hislop, W. H. Shear, P. B. Renham, O. E. Dineen, O. P. Barnes.

7. Write this draft:—

\$700.00

Welland, Aug. 4, 1921.

At ten days' sight pay to the order of W. H. Beacom
Seven Hundred Dollars. Value received, and charge to the
account of

To Lyman P. Spencer, }
Aurora, Ont. }

H. B. Cunningham.

[OVER]

8. Make a calendar for the month of August, 1921, four inches square. Use the Marking Alphabet for the month, and the days of the week.

9. Write a business letter on any topic you wish. Use fictitious names. The letter should not occupy more than half a page of the examination book.

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

ELEMENTARY AND PART B SPECIALIST

MERCANTILE ARITHMETIC

1. On August 1st, 1921, a merchant's bank account is overdrawn \$1521.45. To meet this he hands to the bank for discount at 7% per annum, a note for \$630 drawn on June 20th, 1921, at 90 days, and bearing interest at 6% per annum; and he deposits a New York demand draft for \$800 which is at a premium of 12%. How does his account now stand?

2. A Toronto firm receives a quotation from London, England, on 10 parcels of tea each weighing 8 cwt. 3 quarters and 20 lb., at 140 shillings a cwt. Transportation to Toronto is 112 shillings per long ton; preferential duty on tea is 7 cents a pound; and sterling exchange is quoted at \$4.40. (The English cwt. = 112 lb.)

The Toronto firm also receives from New York a quotation of 24 cents a pound for 10,000 lb. of tea; freight \$1.22½ for 100 lb., and duty 10 cents a pound. American exchange is 88 American for 100 Canadian dollars.

Freight is prepaid in both cases and charged to the purchaser. All other charges, except freight and duty, are paid by the vendors. Which offer should be accepted, and how much is gained by accepting the cheaper?

3. A mortgage for \$4,000 bearing interest at 6% per annum and falling due on Nov. 1st, 1923, is sold on Aug. 1st, 1921, so as to net the purchaser 8% per annum on his investment. If interest is compounded half-yearly find the purchase price.

4. A church has a central spherical dome 42 feet in diameter and 21 feet high, and two spires in the form of pyramids on square bases, 16 feet to a side and 31 feet 6 inches in vertical height. Find the cost of covering the dome and the two spires with copper sheeting at 30 cents per square foot.

[OVER]

5. At 50 cents per cubic foot, find the cost of building a reinforced concrete bridge. The arch is part of a circle, the width of the span being 20 feet and the radius of the arc of the circle $10\sqrt{2}$ feet. The concrete, including the archway, occupies a rectangular space 26 feet long, 6 feet high, and 20 feet wide. Along each side of the top and running the full length of the bridge is a balustrade 1 foot thick and 3 feet high.

6. A man invested \$100,000 in a foreign corporation from which he derives an income of which \$2,000 is exempt from taxation. Income above \$2,000 is taxed 10%, and that above \$5,000 is subject to a surtax of 5%. He also invests \$100,000 in an Ontario corporation, the income from which is liable to a business profits war tax as follows: income not exceeding \$10,000 (i.e. 10% of the capital) is exempt from taxation, the next \$5,000 income is taxed 20%, the next \$5,000 is taxed 30%, and income above \$20,000 is taxed 50%. If the man's income and the taxes he pays are the same in both cases, find the income and the taxes.

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART C SPECIALIST

ARITHMETIC OF INVESTMENT

NOTE :—*The candidate may obtain a set of mathematical tables from the Presiding Officer.*

1. (a) If the effective rate of interest is i per unit per annum, find the present value of an annuity of \$1 per annum for p years (i) payable at the end of every m th part of a year, (ii) payable at the end of every n th part of a year.

(b) Show that the ratio of the values of these two annuities is the same no matter what p may be.

2. In order that the purchaser may realize on his investment 7% per annum compounded half-yearly, what should be paid for \$16,000 of bonds redeemable in 20 years at a premium of $12\frac{1}{2}\%$, and bearing interest at 6% per annum payable half-yearly?

3. Debentures amounting to \$10,000, redeemable at par in 10 years and bearing interest at 6% per annum payable half-yearly, are bought for \$10,500. What rate of interest does the purchaser realize on his investment if he sets up a sinking fund at 4% per annum half-yearly to replace the decrease in his capital?

4. A corporation A lends to a municipality B \$80,000 to be repaid, principal and interest, at 6% per annum, in 30 equal annual instalments. Two years later A lends B \$70,000 to be repaid in annual instalments of \$3,500 with interest at 7% per annum. Five years after the date of the first loan, B is unable to continue the payments and asks that a new loan for the unpaid principal be issued, repayable, principal and interest, by equal annual payments extending over 40 years at 7%. Find the amount of the annual payment.

[OVER]

5. A loan of \$40,000 is to be repaid, principal and interest, in 30 equal annual instalments. Believing that in the future the rate of interest will fall, the borrower has the rate fixed at 7% for the first 10 years, at 6% for the next 10 years, and at 5% for the remainder of the period. Find an expression for the annual instalment.

6. (a) A loan of \$10,000 is issued at 7% per annum for 10 years. Find the total sum paid in interest (i) when the principal is repaid by \$1000 at the end of each year, (ii) when the principal and interest are repaid by equal annual instalments.

(b) In question (a), if \$1 is the loan, i per unit per annum the rate of interest, and n the number of years, show that the total interest when $\$ \frac{1}{n}$ of the principal is repaid annually, is greater than when the payments are by equal annual instalments, but that it is never twice as great.

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART C SPECIALIST

AUDITING

1. You have been appointed Auditor of a Company. The President has requested you to write him a letter recommending a monthly, a quarterly, or an annual audit.

Write a draft letter stating the audit you recommend and its advantages over each of the others.

2. In auditing the first annual Balance Sheet of a Company incorporated under the Ontario Companies Act, you find among the assets the following items:—

- (a) Charges deferred to future operations.
- (b) Commission on sale of shares.
- (c) Preliminary expenses.
- (d) Loss on Consignment accounts.
- (e) Patents and Trademarks.

The Balance Sheet shows a balance in the Profit and Loss (or Surplus) account, and the Directors have informed you they intend to declare a dividend. Explain how you would propose to deal with each of the five items referred to when discussing the Balance Sheet at the next Board meeting, which you have been requested to attend.

3. (a) Explain what is meant by “system of internal check”.

(b) What internal check system would you arrange in an office,—

- (i) as regards Sales (cash and charge);
- (ii) as regards Stores received and issued;
- (iii) as regards Wages and Salaries;
- (iv) as regards posting and balancing Accounts Receivable and Accounts Payable ledgers?

[OVER]

4. As auditor for the estate of John Brown, you have been called upon by the executor to make your first audit of the books of the estate. According to the terms of the will, A is the life tenant and B the remainderman.

(a) What books, vouchers and other documents would you require to be produced?

(b) Should the apportionment of receipts and payments between capital and income receive special attention? Explain fully.

(c) State briefly your procedure in conducting the audit, and draw up the report or certificate that you would present to the executor.

5. A printing company that has been in business for a number of years had an appraisal company value their fixed assets, such as plant, machinery, type, etc.

In the appraisal company's report there were two different valuations given, namely, replacement values, and depreciated or sound values.

The amounts in the ledgers were found to be considerably less than the appraisal company's depreciated or sound values, one of the reasons being that the printing company, at its inception, adopted a policy of writing off their fixed assets each year a very generous amount for depreciation.

What suggestion would you offer for dealing with the difference found in the books, and what course would you recommend for the future so as to overcome a repetition of the same thing?

6. A company with a seven per cent. cumulative Preferred Capital Stock issue has not paid any dividends on this stock for the last five years.

What book entries, if any, should be made to take care of these deferred accumulating dividends, and what action would you take in regard to this when drawing up the Balance Sheet of the company?

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART C SPECIALIST

MONEY AND BANKING

1. Explain the operation of Gresham's law in the case of a complex currency and show how the general level of prices is affected.

2. (a) What are the advantages of credit (i) to an individual and (ii) to a nation?

(b) Name the chief credit instruments and show how their extensive use affects the level of prices.

(c) What is meant by currency inflation? What are the causes?

3. (a) Distinguish Medium of Exchange, Standard of Value, and Price.

(b) What characteristics should the primary standard possess?

4. "The elasticity of the note issue and the solidarity or unity of the system are the most important factors contributing to the peace and security of the Canadian financial system." *Johnson*.

What provisions in the Canadian Bank Act govern (a) the elasticity of the note issue, and (b) contribute to the unity of the system?

5. "Organized to meet the highest sphere of trade and industry and for the benefit of larger enterprises the ordinary banks have neither the equipment nor the opportunity to cater to the wants of the classes for which co-operative banks are exclusively intended."—*Johnson*.

(a) Discuss the limitations of the Canadian banks implied in the above statement.

(b) Describe the work of the co-operative banks in Quebec.

[OVER]

6. "The United States government is to a very large extent its own banker."—*Ely*.

(a) Explain this statement and describe the relation of the independent treasury system to the National and State banks.

(b) How does the American system meet the increased demand for funds in the South and West during the cotton and grain crop movements?

7. (a) Describe the operation of a city clearing house.

(b) How are balances between nations discharged? Illustrate by reference to a purchase of American cotton by an English spinner.

8. What is meant by "the compensatory action of the double standard"? What is the present status of bimetallism?

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART D SPECIALIST

THEORY OF ECONOMICS

1. "The reaction against mercantilism found its first thorough and scientific expression at the hands of the French Physiocrats."
—*Ely*.

(a) What doctrines, political and economic, were taught by the Physiocrats?

(b) Give a brief summary of the State regulations introduced to meet conditions resulting from competition and machinery.

2. (a) State briefly the principal classes of industrial and public enterprises in which the modern State engages.

(b) What general rules should be kept in view by the State in fixing the charges to the public for each class?

3. (a) Distinguish Communism and Socialism.

(b) Point out the weak points in Scientific Socialism as laid down by Karl Marx in his work on Capital.

4. (a) Distinguish :—

(i) Direct and Indirect Taxation.

(ii) The benefit and the ability theories of taxation.

(iii) Proportional and progressive methods of taxation.

(b) Criticize the Single Tax as advocated by Henry George.

5. (a) What systems are included in the Canadian National Railways?

(b) Give the arguments in favour of State ownership and control.

(c) What conditions have led the Government to assume control of the above transportation systems?

[OVER]

6. "We cannot limit imports without limiting our export trade and striking a grave blow at world-wide commerce on which this kingdom principally depends. We have to build up the markets we need by encouraging the continental nations to export to us for it is only by exports that they can re-establish their credits and provide funds for the payment of their debts." —*Manifesto of English Bankers*.

(a) Discuss this statement.

(b) What justification is urged for the passing of the Emergency Tariff by the American senate?

(c) What relation exists between international trade and exchange rates?

7. What are the differences between :—

(a) A monopoly and a trust;

(b) Private and public monopolies ;

(c) Competitive class price and monopolistic class price ?

8. (a) What economic justification can be urged for labour organizations ?

(b) Discuss the legitimacy of the following :—

(i) Closed-shop policy.

(ii) Increased rate of pay for overtime.

(iii) Sympathetic strike.

(c) Name the principal agencies that are to-day contributing to industrial peace. Which in your opinion is the most hopeful?

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART D SPECIALIST

ECONOMIC GEOGRAPHY

1. Show in what ways the physical structure and the climate of Canada have influenced (a) its industrial development, (b) its domestic commerce, (c) its fiscal policy.

2. (a) Describe the processes involved in the production of tea and coffee for use in commerce.

(b) Name the centres in which each is cultivated.

3. Classify the following substances as animal, vegetable, or mineral products, and name the origin and *one* use of each: dextrine, turmeric, opium, raphia, celluloid, spermaceti, slag, cochineal, asbestos, chicle.

4. Describe the cotton industry under the following headings:

(a) Sources of world supply.

(b) Preparation of the raw material for manufacture.

(c) Methods of producing cotton thread and cotton woven goods.

(d) By-products and their uses.

5. Specify the mineral resources of Ontario, and give a detailed account of the industrial development of any *one* of them.

6. (a) How do essential oils differ from fatty oils?

(b) Name any *four* essential oils.

(c) From what sources are animal and vegetable oils produced?

(d) Describe the manufacture of (i) soap, (ii) linoleum, (iii) oleomargarine.

7. Write an account of the Hydro Electric System of Ontario, under the following headings: (a) the sources of electric energy, (b) the distribution of this energy, (c) the benefits accruing to the agricultural and other industries of Ontario, (d) recent expansion.

Department of Education, Ontario

Annual Examinations, 1921

COMMERCIAL CERTIFICATES

PART D SPECIALIST

HISTORY OF COMMERCE AND INDUSTRY

1. Write an account of the prominence of Venice in European commerce of mediaeval times, referring to :—

- (a) Causes of the development of Venetian commerce;
- (b) Venetian commercial policy and regulation.

2. Give the characteristic features of national economic policy in Europe towards the close of the Middle Ages.

3. (a) Describe the efforts put forth by European States at the close of the mediaeval period to find a short route to India and the East.

(b) What were the effects of these explorations on European commerce, with respect to (i) the area of commerce, (ii) the wares of commerce, (iii) the improvement of navigation?

4. Describe the Mercantile System, as expressed in the commercial policy of Europe during the seventeenth and eighteenth centuries, and indicate its effects.

5. Discuss any *three* of the following topics :—

- (a) The Suez Canal and its services to commerce.
- (b) The beginnings of the Bank of England, and the creation of Britain's National Debt.
- (c) Napoleon's Continental System and England's reprisals.
- (d) Causes of Germany's rapid industrial and commercial prosperity before 1914.
- (e) Recent steps taken by Canada to increase her export trade.

6. Write an account of the Canadian Pacific Railway, under the following headings: (a) its inception, (b) its route, (c) its material resources, (d) its part in Canadian development.

7. Account for the present depression in trade and industry in Canada.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

SCIENCE OF EDUCATION

1. It is important to have the pupil as far as possible realize a definite motive for each lesson.

(a) Give reasons in support of the above statement.

(b) Indicate how you would supply a motive for the pupils when teaching a lesson on each of the following:—

(i) The Roman numerals.

(ii) Simultaneous equations of two unknowns.

(iii) The Act of Union, 1840.

2. (a) Distinguish the *drill* lesson from the *review* lesson as to (i) purpose, (ii) method.

(b) Point out any dangers to be avoided in connection with drill lessons.

(c) Describe briefly how you would conduct a drill lesson on a selected topic in number work to overcome these dangers.

3. (a) By means of examples, distinguish between induction and deduction.

(b) Outline an inductive-deductive lesson in geography to show how these processes may be combined in a single lesson.

(c) Exemplify, from the teaching of chemistry or physics, any common faults in the use of the inductive method.

4. (a) Describe the modifications that take place in the nervous system during the formation of a habit.

(b) Indicate any precautions to be taken by the teacher in directing the formation of pupils' habits.

(c) Give an estimate of the value of the following school practices:—

(i) Exhibiting incorrect forms of spelling and language.

(ii) Assignment of schoolwork as tasks for misconduct.

(iii) Teaching modern languages through the medium of translation.

[OVER]

5. (a) Name the various factors that enter into an act of memory.

(b) Describe briefly any physiological and mental conditions involved in memory.

(c) Show how a knowledge of these conditions would influence your method in teaching,—

- (i) the words of a poem ;
- (ii) the location of places ;
- (iii) the declension of Latin nouns.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

SCHOOL MANAGEMENT

1. "The outcry against examinations is based on sentiment rather than on reason."

(a) Discuss this statement, noting the gain from holding regular tests or examinations.

(b) Discuss the range and character of the questions you would ask on a test in English grammar set at the end of the first half-year's work in this subject, and show on what principles you would value and mark the answers.

2. (a) In many different ways the experiences of school life may be made the means of moral education. Give at least three examples of the truth of this statement.

(b) To be effective, punishments should be first, certain, second, just, and third, natural.

(i) Explain, illustrate, and discuss this statement.

(ii) Specify the chief changes in children during the period of adolescence and the consequent differences that should mark school government at different ages.

3. You are a teacher of a Junior Fourth Form.

(a) Estimate the relative amount of time to be given to,—

- (i) language and literature ;
- (ii) writing and spelling ;
- (iii) history and geography ;
- (iv) arithmetic.

(b) Having regard to the factor of fatigue, at what period of the day should each of the following subjects be taken :—grammar, geography, music, physical culture, spelling ?

(c) Draft a time-table for the work of Monday forenoon in a Continuation School, Grade C, with one teacher.

[OVER]

4. (a) In what ways can the vitiation of the air in the school room be detected?

(b) Describe conditions in a properly ventilated school.

(c) Point out four common violations of the laws of hygiene by school pupils and show how you would endeavour to secure amendment.

5. (a) State the conditions for the teaching of a language other than English in Form V.

(b) State the reasons that would justify an Inspector in withholding grants from a school.

(c) Give the substance of the regulations as to the payment of salary to a teacher who has been in charge from, say, September to December 31st, but who was absent through illness for six weeks during that period.

(d) State the chief provisions of the Adolescent School Attendance Act.

Department of Education, Ontario

APRIL, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

HISTORY

1. (a) What is the value of the story stage as an introduction to the study of history?

(b) Name five stories that would be suitable for study with a class in Form I, giving reasons for your choice.

(c) Explain concisely how you would teach *one* of these stories to a class in Form I.

2. (a) What is the special value of the project-problem method of teaching history?

(b) Show how you would use this method in teaching to a Continuation Class *one* of the following topics: (i) The Feudal System of England; (ii) The Confederation of the Canadian Provinces.

3. (a) What are the purposes of a review lesson in history?

(b) Outline your method of conducting a review lesson on each of the following: (i) The Act of Union, 1840; (ii) How Britain gained India.

4. (a) Give reasons for teaching Civics in the Public School.

(b) State with reasons the grade in which you would teach each of the following topics: (i) a township council; (ii) a county council; (iii) the Federal Government.

(c) Outline the matter you would present in a lesson on *one* of these topics.

5. Give your method of teaching a lesson on *one* of the following to a class in Form V:—

(a) Gladstone.

(b) Sir John A. Macdonald.

(c) The work of Ryerson.

(d) The Crimean War.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

HISTORY

1. (a) Why is biography an effective means of teaching history?

(b) What would you especially emphasize in teaching a biography?

(c) Outline your method of teaching a class in Form II the biography of *one* of the following persons : (i) Alfred the Great, (ii) Columbus, (iii) Laura Secord, (iv) Florence Nightingale.

2. (a) Distinguish between the developing lesson and the study lesson as applied to history.

(b) In what respects will the importance of these types of lessons vary in the Public and the Continuation Schools?

(c) Outline your plan of conducting with a class in Form IV a study lesson on *either* the Spanish Armada *or* the Riel Rebellion.

3. (a) Make out a list of topics in *civics* suitable for a class in Form V.

(b) Outline your method of teaching a class in Form V a lesson on *one* of these topics.

4. "Knowledge of history is shown, not by mere remembering of facts and dates, but by the power of making just inferences from facts."

(a) What are the values and limitations of the use of inference in history teaching?

(b) Give examples to show what you consider a proper use of the method of inference in teaching history to a class in Form II and in Form V, respectively.

5. Give summaries of the facts you would teach a class in Form V on any *two* of the following :—

(a) The Rule of Cromwell.

(b) The Crimean War.

(c) The Confederation of the Canadian Provinces.

(d) The League of Nations.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

GRAMMAR AND COMPOSITION

A

1. (a) Give reasons for deferring the study of formal grammar until pupils have reached Form IV.

(b) Indicate in some detail what language work should precede formal grammar.

(c) Outline for the fall term a course in formal grammar for the Junior Grade of Form IV.

2. The pupils of a class in Form V have difficulty in distinguishing Subjective Complement, Objective Complement, and Adverbial Predicate Adjective.

(a) Show concisely how you would conduct a review lesson to clear up the difficulty.

(b) Write out an exercise of eight sentences containing examples to be used in the application of the lesson.

3. By giving the questions you would ask and the answers you would accept, indicate how you would teach the grammatical value and relation of each italicized word in the following:—

When he had finished *reading* the books he ordered his *servant* to *take* them into the garden and *burn* them, because they dealt with the art or practice of agriculture and *contained* no principles.

B

4. (a) What are the chief values of the study of a picture as a basis for oral composition?

(b) Outline your method of teaching a class in Form II a composition lesson based on the study of a picture.

(c) Indicate any means you would employ to secure individuality of expression during the presentation of such a lesson.

[OVER]

5. (a) Prepare an outline for a composition on any *one* of the following topics :—

- (i) An exciting experience.
- (ii) Lost in the woods.
- (iii) A real or an imaginary ride in an aeroplane.
- (iv) An amusing experience at a picnic.
- (v) My vegetable garden.

(b) Describe your method of developing this outline with a class in Form IV.

(c) Outline your method of criticising the pupils' compositions in a subsequent lesson.

6. (a) What is the value of correlating composition with other school subjects ?

(b) Selecting a suitable topic, outline a plan for a lesson with a class in Form V correlating written composition with history.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

LITERATURE AND ADVANCED READING

1. (a) What special ends or purposes do the fine arts serve in relation to human progress and well-being?

(b) Considering the alleged main purpose of fine art, show in detail why a poem on a painful subject, as for example *Break, Break, Break*, may, nevertheless, be considered a fine art product.

2. (a) Write a story suitable for children of six years of age as you would tell it to them.

(b) Indicate the features of the story which you think would interest the children.

(c) Give some suggestions as to your manner of telling the story and conducting the class.

3. (a) What are the requirements of the Department of Education regarding the supplementary reading of candidates for the High School Entrance examination?

(b) What purposes do you expect to attain in your treatment of supplementary reading?

(c) By reference to a particular work, explain clearly how you intend to deal with supplementary reading in Form V classes.

(d) In what respects will your treatment of such a work differ from your treatment of the shorter selections in the High School Reader?

[OVER]

THE SKYLARK

Bird of the wilderness,
 Blithesome and cumberless,
 Sweet be thy matin o'er moorland and lea!
 Emblem of happiness,
 Blest is thy dwelling-place—
 Oh, to abide in the desert with thee!

Wild is thy lay and loud,
 Far in the downy cloud;
 Love gives it energy, love gave it birth.
 Where, on thy dewy wing,
 Where art thou journeying?
 Thy lay is in heaven, thy love is on earth.

O'er fell and fountain sheen,
 O'er moor and mountain green,
 O'er the red streamer that heralds the day,
 Over the cloudlet dim,
 Over the rainbow's rim,
 Musical cherub, soar, singing, away!

Then, when the gloaming comes,
 Low in the heather blooms,
 Sweet will thy welcome and bed of love be!
 Emblem of happiness,
 Blest is thy dwelling-place—
 Oh, to abide in the desert with thee!

(a) How would you endeavour to prepare your pupils for an appreciative understanding of this poem?

(b) Show how in such a poem, the personality of the teacher and his relations with his pupils would affect the impression made upon them by the teaching?

(c) Make a lesson plan for teaching this poem.

And there was mounting in hot haste: the steed,
 The mustering squadron, and the clattering car,
 Went pouring forward with impetuous speed,
 And swiftly forming in the ranks of war;
 5 And the deep thunder peal on peal afar;
 And near, the beat of the alarming drum
 Roused up the soldier ere the morning star;
 While thronged the citizens with terror dumb,
 Or whispering, with white lips—"The foe! They come!
 They come!"

- 10 And Ardennes waves above them her green leaves,
 Dewy with Nature's tear-drops, as they pass,
 Grieving, if aught inanimate e'er grieves,
 Over the unreturning brave,—alas !
 Ere evening to be trodden like the grass
 15 Which now beneath them, but above shall grow
 In its next verdure, when this fiery mass
 Of living valour, rolling on the foe,
 And burning with high hope, shall moulder cold and low.

 Last noon beheld them full of lusty life,
 20 Last eve in Beauty's circle proudly gay,
 The midnight brought the signal-sound of strife,
 The morn the marshalling in arms,—the day
 Battle's magnificently stern array!
 The thunder-clouds close o'er it, which when rent
 25 The earth is covered thick with other clay,
 Which her own clay shall cover, heaped and pent,
 Rider and horse,—friend, foe, in one red burial blent !

(a) In the oral reading of these stanzas, what differences would you lead pupils to make (i) in time, (ii) in pitch, (iii) in quality of tone ?

(b) How would you lead pupils to perceive the reasons for the differences in each case ?

(c) What words are emphatic in (i) lines 15 and 16, (ii) lines 19 and 22, (iii) lines 25 and 26 ?

(d) How would you lead pupils to place the emphasis on the proper words in these cases ?

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

ARITHMETIC

1. "To the child the idea of number undoubtedly comes in a concrete way, and the natural and normal starting point for its development must be found within the child's own experiences."

(a) Examine this statement and give the different stages in the development of the number idea.

(b) Indicate clearly the nature of the introductory lessons in number work which you would take up with a class of beginners.

2. (a) Show the relationships among simple subtraction, subtraction of compound denominate numbers, and subtraction of decimals. What use would you make of the child's knowledge of the first in teaching either of the other two?

(b) Illustrate the difference between *The Additive Method* and *The Decomposition Method* of subtraction by taking 27 from 63, and 2 yards, 2 feet, 9 inches from 5 yards, 1 foot, 5 inches, by each method.

3. Show how you would teach a class to find the G. C. M. of 2403 and 2848, and to understand the principle on which the method depends.

4. Show how you would teach a Form V class to establish (a) the usual formula for finding the amount of a given sum at compound interest for 20 years at 6% per annum; (b) a formula for the area of a circle.

5. (a) What are the essentials of proper written solutions for problems in arithmetic?

(b) Your class has difficulty in solving the following problem. Outline your method of teaching a solution.

Mr. Stinson wants to rent a house which cost him \$6000 at such a rate as will yield him a clear income of 6% a year on his investment. He pays a tax of 18 mills on the dollar on $\frac{3}{4}$ the value of the house and insurance on $\frac{1}{2}$ its value at $\frac{3}{5}\%$. What monthly rent must he ask?

(c) Write out a solution for this problem that you would accept.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

GEOGRAPHY

1. Outline your method of teaching *one* of the following topics:—

(a) The intensity of light and heat varies with the altitude of the sun.

(b) The phases of the moon and their causes.

2. Describe your method of conducting a lesson with a Form II class on marketing farm produce, tracing it through collecting and distributing agencies to the consumer, and introducing the idea of exchange or barter.

3. (a) Outline an introductory lesson with a Form IV class on the changes made in the map of Europe as a result of the Great War.

(b) Give a blackboard summary of the facts taught in this lesson.

4. (a) Explain how you would teach a Form IV class the importance to mankind throughout the world of the prevailing westerly winds.

5. (a) State *three* project-problems through which you could teach the essential geography of Brazil *or* Mexico to a Form V class.

(b) How would you proceed to secure whole-hearted, purposeful activity from the class in working out any *one* of these projects?

(c) Summarize the conclusions you would expect to reach through any *one* of these projects.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

ELEMENTARY SCIENCE

1. (a) Give reasons why the greater part of the experimental work should be done by the pupils rather than by the teacher.

(b) What classes of experiments should be done by the teacher?

(c) Describe how you would meet the following:—

(i) Certain pupils are too timid to undertake experimental work.

(ii) The class is too large to permit of the teacher's directing the work of every pupil.

2. Write a plan for a first lesson on *either* the butterfly *or* the grasshopper.

3. (a) How would you direct the personal observation and study of a class in teaching the way nature provides for (i) wind-pollination, (ii) insect-pollination, (iii) self-pollination?

(b) Summarize the facts that you would expect the class to gain from their observations.

(c) Specify the correlation that you can make between these studies of pollination and lessons in agriculture.

4. Outline a series of experiments, arranged in proper sequence, for a first lesson on *one* of the following:—

(a) The lift-pump.

(b) Conduction of heat.

(c) Magnetism.

(d) Effects of the electric current.

5. Outline your ideas as to the proper use of (a) a text-book in physics or chemistry, (b) a laboratory manual. Give reasons for your views.

6. (a) Write a concise plan for a lesson on the preparation of carbon dioxide.

(b) Show how you would correlate the study of the chemical properties of carbon dioxide with the study of specific topics in hygiene, geography, and elementary agriculture.

Department of Education, Ontario

APRIL, 1921

FIRST CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

ALGEBRA AND GEOMETRY

1. Illustrate the deductive development method of teaching by an example taken from (a) algebra, (b) geometry.

2. (a) Plan a lesson on the application of factoring to find the Highest Common Factor of algebraic expressions.

(b) Show how you would teach the following example as an application of the principles taught in (a):—

Find the Highest Common Factor of

$$x^3 - y^3, \quad x^4 + x^2y^2 + y^4, \quad \text{and} \quad x^6 - y^6.$$

3. (a) How would you introduce the simple equation?

(b) Indicate the different steps in the solution of a simple equation.

(c) Show how you would teach the solution of *one* of the following equations:—

$$(i) \quad \frac{x-1}{x-2} - \frac{x-3}{x-4} = \frac{x-5}{x-6} - \frac{x-7}{x-8}.$$

$$(ii) \quad \begin{aligned} 2x + 3y + 4z &= 20 \\ 3x + 4y + 5z &= 26 \\ 3x + 5y + 6z &= 31. \end{aligned}$$

4. You wish a class of beginners to find out that two triangles are equal in all respects if two sides and the included angle in one are equal to two sides and the included angle in the other. Write a plan of the lesson you would teach.

5. Illustrate the method of solving a problem or construction by teaching *one* of the following:—

(a) Construct a triangle, ABC, given $a + b$, c , A .

(b) Describe an isosceles triangle having given the altitude and the perimeter.

(c) From a given point in the side of a triangle draw a line that will divide the triangle into two parts of equal area.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

ALGEBRA AND GEOMETRY

1. Describe your method of teaching a class to distinguish the uses of the signs $+$ and $-$ as signs of operations from their uses as signs of quality.

2. Five pupils in a class of eight have failed in obtaining the correct quotient in the division of $x^3 - y^3 + 6y^2 - 12y + 8$ by $x - y + 2$. Describe your method of dealing with this situation.

3. Show how you would teach the solution of *one* of the following equations:—

$$(a) \quad \frac{1}{10} - \frac{5x-7}{10x-5} = \frac{4x-3}{4x-2}.$$

$$(b) \quad \frac{3}{x-5} - \frac{5}{x-7} = \frac{8}{7-x} - \frac{1}{5-x}.$$

$$(c) \quad \begin{aligned} lx + my &= m, \\ mx + ly &= l. \end{aligned}$$

4. Discuss the subject of school geometry under the following heads:—

- (a) The value of an experimental and inductive course for beginners.
- (b) The place of the definitions and axioms.
- (c) When and how to introduce theoretical geometry.

5. Give an outline of your method of dealing with the group of four theorems that treat of a transversal cutting two lines, of the parallelism of the lines when certain angles are equal, and the equality of certain angles when the two lines are parallel.

Department of Education, Ontario

APRIL, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

LATIN

1. (a) Discuss the place and value of sight translation throughout the High School Course in Latin.

(b) Write out an exercise of about six lines to be used for sight translation with pupils who have completed the Latin course of the first year.

2. (a) Outline your method of teaching a lesson on the Ablative Absolute, showing the sentences you would use in the presentation of the lesson.

(b) (i) Write out six English sentences for translation into Latin to test the pupils' knowledge of the Ablative Absolute.

(ii) Indicate at least four typical errors the pupils are likely to make in translating the sentences and describe how you would proceed to correct these errors with the class.

3. By means of the following list of words indicate your method of dealing with the vocabularies of the lessons in the text-book :—

Dono, are, present.

Evoco, are, challenge.

Filia, ae, f., daughter.

Italia, ae f., Italy.

Legatus, i, m., ambassador.

Materia, ae, f., timber.

Murus, i, m., wall.

Pertineo, ere, extend.

Praesto, are, be superior.

Pugna, ae, f., battle.

Respondeo, ere, reply.

Rhenus, i, m., the Rhine.

Ripa, ae, f., bank.

Silva, ae, f., wood.

Studeo, ere, pay attention.

Venia, ae, f., pardon.

[OVER]

4. Point out at least three main principles of Latin word order that are exemplified in the following extract:—

His constitutis rebus nactus idoneam ad navigandum tempestatem tertia fere vigilia solvit equitesque in ulteriorem portum progredi et naves conscendere et se sequi iussit. A quibus cum paulo tardius esset administratum, ipse hora diei circiter quarta cum primis navibus Britanniam attigit atque ibi in omnibus collibus expositas hostium copias armatas conspexit.

5. Indicate the preparatory work you would take with a class in assigning the following selection as a translation lesson for the next day:—

Indutiomarus legatos ad Caesarem mittit: sese idcirco ab suis discedere atque ad eum venire noluisse, quo facilius civitatem in officio contineret, ne omnis nobilitatis discessu plebs propter imprudentiam laberetur: itaque esse civitatem in sua potestate, seseque si Caesar permetteret, ad eum in castra venturum, suas civitatisque fortunas eius fidei permissurum.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

LATIN

1. (a) Give arguments in favour of the retention of Latin as a subject on the Continuation School curriculum.

(b) By what means will you stimulate your pupils' interest in Latin so that none will care to discontinue the subject?

2. (a) What purposes are served by the Reading Lessons in the High School Latin Book?

(b) Outline your method of teaching a reading lesson using the following passage as subject matter:—

Diu (*for a long time*) fuerant Albani et Romani amici. Sed Tullus Hostilius, tertius (*third*) rex Romanorum, propter leves injurias bellum cum Albanis gerere constituit, et magnas copias equitatus peditatusque contra Albanos misit. Principes Albanorum, ubi (*when*) de consilio regis cognoverunt, copias omnes convenire jusserunt et socios cogere coeperunt. Exercitus nondum (*not yet*) proelium commiserant, cum (*when*) nuntius a senatu Albanorum ad regem Tullum venit. "Tulle", inquit (*said*) nuntius, "me (*me*) miserunt Albani. Amicitiam populi Romani petimus sed adventus exercitus Romani non nos (*us*) perterret. Non de victoria desperamus. Difficile est liberum populum superare; magnas copias equestres pedestresque habemus, et milites Albanorum fortes integrique sunt.

3. A class experiences great difficulty in distinguishing the perfect participle passive in agreement with the subject or object of the verb, the perfect participle passive in the ablative absolute construction, and the perfect participle of deponent verbs.

(a) Show how you would conduct a review lesson to make these distinctions clear to the pupils.

(b) Write out a blackboard summary of the matter of the lesson.

[OVER]

4. (a) State with reasons your views regarding the practice of placing the English of a passage before the class as an aid to preparing the translation.

(b) Indicate the preparatory work you would cover in assigning the following passage as a translation lesson:—

His rebus gestis Lebieno in continenti cum tribus legionibus et equitum milibus duobus relicto, ut portus tueretur et rei frumentariae provideret, quaeque in Gallia gererentur cognosceret consiliumque pro tempore et pro re caperet, ipse cum quinque legionibus et pari numero equitum, quem in continenti relinquebat, ad solis occasum naves solvit; et leni Africo provectus media circiter nocte, vento intermisso, cursum non tenuit, et longius delatus aestu, orta luce sub sinistra Britanniam relictam conspexit.

5. Give the matter and method for a lesson on *one* of the following topics:—

(a) Third Declension I stems.

(b) The Accusative and Infinitive.

(c) Final Clauses.

Department of Education, Ontario

APRIL, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

FRENCH

1. (a) What differences of method would you employ as between the teaching of French to a class of French-speaking pupils and teaching it to a class of English-speaking pupils?

(b) Justify your views and illustrate these differences by suitable examples.

2. (a) Describe the methods you would employ in training your pupils in the correct pronunciation of French sounds.

(b) Construct a series of sentences to train your pupils in 'liaison,' and show what use you would make of each of these sentences for the purpose in view.

3. (a) Outline the method you would use in teaching an elementary class in French a language lesson from a picture of a garden scene in summer.

(b) Give a list (i) of the substantives (ii) of the verbs, (iii) of the adjectives you would introduce.

4. Give the plan, with illustrative sentences, at least ten in number, of a lesson on *one* of the following topics:—

(a) Disjunctive pronouns.

(b) The partitive noun and article.

(c) A review lesson on the agreement of the past participle.

(d) A review lesson on the values of the tenses in the indicative mood.

[OVER]

5. Un jour, elle se dit en regardant la montagne:

“Comme on doit être bien là-haut! Quel plaisir de gambader dans la bruyère, sans cette maudite longe qui vous écorche le cou!...C'est bon pour l'âne ou pour le boeuf de brouter dans un clos!...Les chèvres, il leur faut du large.”

A partir de ce moment, l'herbe du clos lui parut fade. L'ennui lui vint. Elle maigrit, son lait se fit rare. C'était pitié de la voir tirer tout le jour sur sa longe, la tête tournée du côté de la montagne, la narine ouverte, en faisant Mê!...tristement.

M. Seguin s'apercevait bien que sa chèvre avait quelque chose, mais il ne savait pas ce que c'était...Un matin, comme il achevait de la traire, la chèvre se retourna et lui dit dans son patois:

“Écoutez, monsieur Seguin, je me languis chez vous, laissez-moi aller dans la montagne”.

(a) Use the above extract to show how you would conduct a lesson in translation, adding a version which you would accept.

(b) To what grammatical constructions would you consider it necessary to draw the attention of your class when they have reached the stage at which you would introduce this passage. Show how you would deal with any *three* of these constructions.

Department of Education, Ontario

JUNE, 1921

FIRST CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

FRENCH

1. "The work in French should at first be wholly without a text-book, for the training of the ear and tongue."

(a) Why should the emphasis be laid thus on training the ear and tongue?

(b) State how you propose to proceed for the first three months so as to carry out this plan.

2. Give the material and the outline of an oral lesson in French on *one* of the following:—

(a) Four or five colours.

(b) Three or four actions that pupils can perform in the class-room.

(c) The use of the present tense of the verb "Avoir".

(d) Sentences about school.

3. (a) There is in our class-room a fine picture.

(b) It is a winter scene and almost everything is white.

(c) Everybody admires this good picture.

(d) These two little girls arrived late at school this morning.

(e) Mary and John set out early and went to their uncle's.

(f) It was Mrs. Duval that we saw at your house.

(i) Explain fully how you would prepare your pupils to translate the above sentences as home work.

(ii) Describe your method of correcting this work.

(iii) Give a translation of these sentences.

[OVER]

4. Write out a plan for a lesson on the agreement of the past participle, using the following sentences :—

- (a) Les maisons de Paris sont bien bâties.
- (b) Ils ont bien bâti leurs maisons.
- (c) Quelles maisons a-t-il bâties ?
- (d) Il a bâti les maisons dans cette rue.
- (e) Quand les a-t-il bâties ?
- (f) Il y a longtemps qu'il a bâti ces maisons.

5. Quand le docteur revint, ce jour-là, il trouva, assis au chevet du petit François, un clown à face blême, qui faisait rire encore et toujours rire le petit, et qui lui disait, en remuant un morceau de sucre au fond d'une tasse de tisane :

—Tu sais, si tu ne bois pas, petit François, Boum-Boum ne reviendra plus.

Et l'enfant buvait.

—N'est-ce pas que c'est bon ?

—Très bon ! . . . merci, Boum-Boum !

—Docteur, dit le clown au médecin, ne soyez pas jaloux. Il me semble pourtant que mes grimaces lui font autant de bien que vos ordonnances !

Le père et la mère pleuraient ; mais, cette fois c'était de joie.

(a) What are the various uses that may be made of the above passage from the Reader ? Illustrate.

(b) Write an acceptable translation of this passage.

Department of Education, Ontario

APRIL, 1921

SECOND CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

SCIENCE OF EDUCATION

1. (a) Describe concisely the nervous structure that is involved in receiving stimulations from the external world and making controlled responses thereto.

(b) State any important effects that may be produced on the various parts of this structure by means of education.

2. The curriculum embodies typical forms of experience which the race has found useful in meeting its needs.

Explain this statement and show its application in the case of each of the following school studies: (a) nature study, (b) geography, (c) literature.

3. (a) Give two examples to show how you would take advantage of the instinctive tendencies of children to develop in them permanent centres of interest.

(b) Show the relation of interest to (i) spontaneous attention, (ii) voluntary attention.

(c) How may the teacher keep the attention of the rest of the class when one pupil is reproducing a story?

4. "Particular knowledge may be gained through the senses, through acts of constructive imagination, and by a process of deduction".

Explain each of these ways of gaining knowledge and show from the teaching of geography how each may be used in imparting particular knowledge to the pupils.

5. (a) Describe the development of voluntary control of action.

(b) What are the factors involved in deliberate action? Illustrate.

(c) Show that the development of the normal will in pupils is aided through,—

(i) the school lessons;

(ii) the management of the school;

(iii) the supervision of the playground.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

SCIENCE OF EDUCATION

1. The preparatory step is an essential part of a developing lesson.

(a) What is the purpose of the preparatory step?

(b) What are the dangers of omitting the step of preparation from a developing lesson?

(c) Indicate the preparatory work you would cover in teaching a lesson on each of the following:—

(i) Compound addition.

(ii) The preposition.

(iii) The Act of Confederation.

2. (a) What are the advantages of having an adequate application of new knowledge?

(b) What evil effects result from the omission of an adequate expression of new knowledge?

(c) Indicate the chief types of expression you would use in teaching (i) primary reading, (ii) nature study, (iii) literature.

3. (a) What are the limitations of the text-book method of teaching?

(b) Illustrate from the subject of history what you consider effective ways of using a text-book.

(c) What are the advantages and the limitations of objective methods of teaching? Give reasons for your answer.

4. (a) Name and describe briefly the different classes of instinctive tendencies.

(b) What instinctive tendencies are likely to be dominant (i) in a child of five years, and (ii) in a child of twelve years?

(c) Show how in each case a knowledge of these tendencies might modify your methods of discipline and instruction.

5. (a) Describe the physical and mental conditions of emotion.

(b) By what means may (i) desirable emotions be developed, and (ii) undesirable emotions be eliminated?

(c) Indicate how the teacher in maintaining discipline might make use of the fact that emotions are contagious.

Department of Education, Ontario

APRIL, 1921

SECOND CLASS PROFESSIONAL EXAMINATION NORMAL SCHOOLS

SCHOOL MANAGEMENT

1. A class-room for a Form III is 27 ft. wide, 33 ft. long, and 14 ft. high, with windows facing west.

(a) Calculate the glass space for satisfactory lighting; state the proper distance of the windows from (i) the floor, (ii) the ceiling.

(b) Give particulars as to the kind of desks to be used and their arrangement.

(c) Specify the kind, the size, and the location of the black-boards.

2. (a) "Mere ability to master certain subjects is not a sufficient basis for the classification of pupils."

Mention some of the other factors which should be taken into consideration, and state why each should be considered.

(b) Discuss the value of,—

(i) the short interval plan of classification;

(ii) an ungraded room in a graded school.

3. (a) What is meant by moral training? What determines the morality of an act?

(b) Show how each of the following may be utilized in moral training:—

(i) The school garden.

(ii) The games and other play-ground activities.

[OVER]

4. (a) What are the main difficulties encountered in constructing a time-table for an ungraded school with pupils in Forms I, II, III, and IV ?

(b) Give suggestions for surmounting those difficulties.

(c) Point out the proper relation between seat work and recitations.

(d) Describe the best ways of economizing time in the case of recitations in rural schools.

5. State the School Law or Regulations with reference to each of the following :—

(a) The establishment of a fifth class in the school.

(b) Teachers' Institutes, — purpose, attendance, financial support.

(c) The appointment and duties of Attendance Officers.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

SCHOOL MANAGEMENT

1. (a) Give your views of the relations that should exist between the home and the school, specifying helpful ways of developing such relations.

(b) State your views on home-lessons, showing how the alleged evils may be minimized and the proper benefits secured.

2. (a) Discuss the proportion of time suitable for each subject in the Junior Fourth Form course of study.

(b) What principles should guide you in placing these subjects in the right order on the time-table?

(c) Draft a time-table for the work of Monday forenoon in this grade.

(d) What modifications of this time-table would the time-table for Tuesday forenoon show?

3. (a) On what basis are pupils usually classified in a school?

(b) What provision would you make for (i) very bright pupils, (ii) dull pupils, (iii) pupils who had been absent for some of the work?

4. (a) What standard of school room discipline will you be inclined to regard as satisfactory? Give reasons for your answer.

(b) Enumerate four of the ordinary sources of disorder in a class room and show how you would deal with each.

(c) Explain the value of mechanized daily routine.

5. (a) Under three heads, classify school offences. Carefully explain the nature of each class.

(b) State in which class you would place each of the following and show how you would deal with it: (i) note writing, (ii) cigarette smoking.

(c) Give your ideas with regard to the use of corporal punishment as a penalty for school offences.

Department of Education, Ontario

APRIL, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

HISTORY

1. The child learns by relating everything new to his present fund of experiences..

Show fully how you would take advantage of the pupils' experiences in teaching the Municipal Government of a township to a class in Form III in a rural school.

2. (a) By reference to a lesson on the Indian Tribes of North America point out how literature may be correlated with history.

(b) Indicate the visual aids you would employ in this lesson and state the purpose of each.

3. You wish to teach a lesson on the War of 1812 to a class in Form IV.

(a) Make out a lesson assignment to be given to the class, for home study or for seat work, in preparation for the lesson.

(b) Show definitely how, in the lesson which is to follow, you will make use of this preparation.

4. Point out how the aim, subject matter, and method would differ in teaching a lesson on Champlain to a class in Form II and Form IV respectively.

5. Outline briefly your method of teaching a lesson on *one* of the following to a class in Form IV:—

(a) Cartier's First Voyage.

(b) The United Empire Loyalists.

(c) Magna Charta.

(d) The Armada.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

HISTORY

1. (a) Write a story suitable for a history lesson with a class in Form I.

(b) Point out the characteristics of the story that make it suitable for a history lesson in Form I.

(c) Outline your method of teaching the story to a class in Form I, indicating any illustrative materials you would use during the lesson.

2. "To be interesting and intelligible history must be made real."

(a) Explain concisely what is meant by making history real.

(b) Show how the need of making history real to the pupils should influence (i) the selection of subject matter, (ii) the preparation of the pupils, and (iii) the method of presentation.

3. (a) Write concisely on the correlation of history with geography.

(b) Give three examples from Canadian history showing how geographical conditions affected the history of Canada.

(c) What use would you make of (i) outline maps, and (ii) pictures, in teaching a lesson on the Capture of Quebec to a class in Form IV?

4. (a) How would you prepare a class in Form III for a lesson on Alfred the Great?

(b) Give your blackboard summary as it would appear at the end of the lesson.

5. Outline a plan for a lesson on *one* of the following topics to a class in Form IV:—

(a) Columbus' First Voyage.

(b) The Clergy Reserves.

(c) The Feudal System.

(d) Richard the Lion Heart.

(e) The Indian Mutiny.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

GRAMMAR AND COMPOSITION

A

1. (a) Give topics for a course of lessons dealing with number and case in nouns and pronouns.

(b) Write out a plan for a review lesson summarizing the facts established.

(c) Indicate briefly any means you might employ to correlate the pupils' knowledge of case with their work in written composition.

2. (a) Name and exemplify the different kinds of verb phrases found in English.

(b) Outline briefly your method of teaching *one* of these phrases.

(c) Write out an exercise of at least eight sentences to be used as a test after the various classes of verb phrases have been taught.

3. Outline a plan for teaching a lesson to a class in Form IV on *one* of the following topics:—

(a) The adjective.

(b) The conjunctive pronoun.

(c) The classification of participles.

B

4. (a) What principles would guide you in selecting stories as a basis for language teaching in Form I?

(b) Describe briefly how you would proceed in telling a story to a class in Form I.

(c) Indicate how you would deal with a pupil in Form I whom you found backward in oral expression.

[OVER]

5. (a) What are the chief merits of language games in establishing habits of correct speech ?

(b) Describe a language game suitable for a class in Form II, to teach the pupils to use "saw" instead of "seen".

6. After the treaty of Versailles many people came to Canada. These people were sent from America and their land confiscated. When they came to Canada the Government gave them farm implements and land. Their old neighbours called them traitors and told them to go away from their country. These people were known as United Empire Loyalists. Joseph Brant, William Johnston's brother-in-law, was a loyalist. He won for his tribe a reserve in Western Ontario. Brantford is named after the chief and a monument was erected for him.

The above paragraph was written by a pupil in Form IV on "The United Empire Loyalists".

(a) Point out its defects as a paragraph.

(b) Outline your method of conducting a class criticism of the paragraph.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

LITERATURE AND ADVANCED READING

1. (a) What various ends of education should be attained by a school course in literature?

(b) Give illustrations of the different ways in which the pupils may give expression to the thoughts and feelings gained from the study of a literature lesson.

2. (a) How early in a child's school career can you profitably begin teaching him literature?

(b) Considering the child's native interests, what should be the outstanding characteristics of the literature used in the early stages?

(c) Choosing some suitable piece of verse, exemplify your mode of procedure with the younger classes.

3. Better than grandeur, better than gold,
 Than rank or titles, a hundred-fold,
 Is a healthy body, a mind at ease,
 And simple pleasures that always please.

(a) What benefits are derived from memorizing select passages?

(b) To what class would you teach the above selection?

(c) Outline a plan for a literature lesson on the memorization of this poem, indicating concisely how you would relate the ideas of the poem to the pupils' experiences.

[OVER]

4. Prince thou art,—the grown-up man
Only is republican.
Let the million-dollared ride!
Barefoot, trudging at his side,
Thou hast more than he can buy
In the reach of ear and eye.

(a) By reference to the above passage from Whittier's *Barefoot Boy*, show how you propose to overcome difficulties in oral reading in connection with (i) grouping, (ii) emphasis.

(b) Indicate the probable cause and your remedy for the following faults in oral reading:—

- (i) Exaggerated expression.
- (ii) Stumbling over words.
- (iii) Monotonous intonation.

5. The twilight is sad and cloudy,
The wind blows wild and free,
And like the wings of sea-birds
Flash the white caps of the sea.
- But in the fisherman's cottage
There shines a ruddier light,
And a little face at the window
Peers out into the night.
- Close, close it is pressed to the window,
As if those childish eyes
Were looking into the darkness
To see some form arise.
- And a woman's waving shadow
Is passing to and fro,
Now rising to the ceiling,
Now bowing and bending low.
- What tale do the roaring ocean,
And the night-wind, bleak and wild,
As they beat at the crazy casement,
Tell to that little child?
- And why do the roaring ocean,
And the night-wind, wild and bleak,
As they beat at the heart of the mother,
Drive the colour from her cheek?

(a) For what class would this poem be suitable as a lesson in literature?

(b) Plan the lesson, giving in order the questions you would ask and the answers you would accept in developing it.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

ARITHMETIC

1. (a) Indicate the particular order in which you will teach the primary addition facts. Give reasons for your order.

(b) Describe your method of teaching the addition facts of *nine*.

2. (a) Outline a first lesson on *measuring*.

(b) How would you teach your class the value of standard units of measurement?

3. Make out a list of type examples to be used in teaching a class how to fix the decimal point in the quotient when dividing decimals.

4. (a) Outline a lesson on *percentage*.

(b) Show how you will extend this lesson in teaching (i) commission, (ii) trade discount, and (iii) simple interest.

5. Explain your method of teaching a Form IV class the relation between the diameter and the circumference of a circle.

Department of Education, Ontario

JUNE, 1921

SECOND CLASS PROFESSIONAL EXAMINATION

NORMAL SCHOOLS

GEOGRAPHY

1. (a) In teaching geography, why is it desirable to begin with the home locality?

(b) Outline your plan for developing with a Form II class the general ideas of (i) the physical world as a whole, (ii) child life in other lands.

2. (a) Compare the lesson you would teach on the topic *Wind* to a Form II class with the lesson on the same topic to a Form IV class.

(b) In teaching this topic to a Form IV class, how would you use and supplement the work covered in the Form II class?

3. (a) Give the topics you would discuss in a series of lessons on *Canadian Agriculture* with a Form III class.

(b) Write a plan for *one* of these lessons.

4. (a) Explain how the teacher may use the text-book to advantage in class work.

(b) Discuss the proper use of supplementary reading, referring definitely to the kinds of books suitable for the different grades.

5. (a) Outline by topics your plan for teaching the geography of Canada as a whole to a Form III class in a series of lessons.

(b) What seat work would you give in connection with two of these lessons? Give reasons for each assignment.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

SCIENCE OF EDUCATION

1. (a) What is the value to the pupil of the step of preparation?

(b) What precautions should be taken by the teacher during the preparatory step of a lesson?

(c) Selecting any domestic animal as a subject, show how you would prepare your class for a nature study lesson.

2. (a) Name three school activities that you would aim to have your pupils reduce to physical habits.

(b) Point out in the case of each the advantage to the pupil of reducing the activity to a habit.

(c) Show by means of examples the relation of voluntary attention to habit.

3. (a) Name at least four native tendencies likely to be dominant in children from five to seven years of age.

(b) Show how a knowledge of these tendencies would aid you in governing and instructing such pupils.

4. (a) Distinguish between induction and deduction as methods of imparting knowledge.

(b) Describe the steps in the inductive process, illustrating from a lesson in elementary science or geography.

5. Write a concise note on questioning, under the following heads:—

(a) The purposes of questioning.

(b) The characteristics of a good question.

(c) Methods of calling for and dealing with answers.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

SCHOOL MANAGEMENT

1. (a) What considerations determine the dimensions (length, breadth, height) of a class-room suitable for forty-five pupils?

(b) Give these dimensions.

(c) Describe how such a class-room should be lighted, giving the position of the windows, the area of glass surface, and the preferred direction from which the light should be admitted.

2. (a) On leaving a school what records would you leave for the information of your successor?

(b) What are the duties of a teacher with regard to filling out the Trustees' Annual Report?

(c) Mention other records and reports which you would make in connection with the organization and management of your school, and show what advantages you would expect to derive from each.

3. (a) Out of a school week of $27\frac{1}{2}$ hours (5 days of $5\frac{1}{2}$ hours each) in a school of twenty-five pupils with five pupils in each reading book (Primer, First, Second, Third, and Fourth), what time would you devote to Reading, to Arithmetic, to Spelling, and to Nature Study?

(b) What considerations would guide you in the construction of your time-table (i) in class-work, (ii) in seat-work?

(c) What advantages are to be derived from a reasonable amount and careful selection of homework?

4. Classify, giving reasons for your classification, each of the following offences, and show how you would deal with each: (a) stubbornness, (b) plotting against the teacher, (c) destruction of school property, (d) use of improper language.

5. Give the substance of the law and regulations on each of the following:—

(a) Religious instruction.

(b) Communicable diseases.

(c) Suspension and expulsion of pupils.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

GRAMMAR AND COMPOSITION

1. Many pupils in the Public and Separate Schools dislike the study of English grammar.

(a) How do you account for many pupils disliking the study of grammar?

(b) By what means would you aim to have your pupils form a liking for the subject?

2. (a) What preparatory work would you take in teaching a first lesson on case?

(b) Give at least three sentences to be used in the presentation of the lesson.

(c) What use might you make of the pupils' knowledge of case in subsequent lessons in composition?

3. (a) What characteristics are necessary in a story to be used as a basis for oral composition in Form I?

(b) Outline your method of conducting with a class in Form I a composition lesson based on a story.

(c) What is the value of dramatization in the teaching of oral composition?

4. (a) Outline a course in letter writing for a class in Form II.

(b) How would you aim to create and sustain an interest in letter writing with a class in Form II?

(c) Indicate your method of conducting class criticisms in letter writing.

5. (a) What are the values and limitations of outlines and models in teaching written composition to a class in Form IV?

(b) Show how you would develop with a class in Form IV an outline for a composition on *one* of the following topics:—

(i) The autobiography of a town pump.

(ii) Early days in Upper Canada.

(iii) A country village.

Department of Education, Ontario

August Examinations, 1921

ENGLISH-FRENCH SUMMER MODEL SCHOOLS

GRAMMAR AND COMPOSITION

A—ENGLISH GRAMMAR AND COMPOSITION

1. Many pupils in the Public and Separate Schools dislike the study of English grammar.

(a) How do you account for many pupils disliking the study of grammar?

(b) By what means would you aim to have your pupils form a liking for the subject?

2. (a) What preparatory work would you take in teaching a first lesson on case?

(b) Give at least three sentences to be used in the presentation of the lesson.

(c) What use might you make of the pupils' knowledge of case in subsequent lessons in composition?

3. (a) Outline a course in letter writing for a class in Form II.

(b) How would you aim to create and sustain an interest in letter writing with a class in Form II?

(c) Indicate your method of conducting class criticisms in letter writing.

B—GRAMMAIRE ET COMPOSITION FRANÇAISE

1. (a) En quoi consiste l'enseignement de la grammaire au cours préparatoire et comment doit se donner cet enseignement dans ce cours?

(b) Dans quel cours convient-il d'introduire un livre de texte pour l'enseignement grammatical et comment doit-on employer ce livre?

2. Ecrivez six phrases d'étude et autant de phrases d'application pour enseigner, par la méthode inductive, la règle d'accord de l'adjectif avec le nom, ou celle de l'accord du verbe avec son sujet; et dites quel usage vous feriez de ces deux groupes de phrases.

[OVER]

3. Ecrivez un plan de leçon détaillé pour préparer des élèves du cours moyen (Form III) à écrire une composition sur l'un des sujets suivants :

- (a) En villégiature.
- (b) Les bains.
- (c) Nécessité et avantages de l'instruction.
- (d) Qualités d'un bon écolier.
- (e) Pourquoi l'enfant studieux est heureux.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

LITERATURE

1. (a) Explain fully what ends you would keep in view and what methods you would employ in teaching literature to Primary classes.

(b) Indicate in general terms the kinds of literature which appeal to children up to ten years of age, and the kinds which appeal to pupils from ten to fourteen years of age.

2. In the teaching of literature, explain the advantages, mode of employment, and limitations of each of the following:—

(a) Study of the author's life.

(b) Word study.

(c) Use of objective material.

3. (a) Quote a passage suitable for memorization by a class in Form III.

(b) Show how you would conduct the lesson.

(c) Specify the advantages you would expect your pupils to derive from their study of the selected passage.

4. (a) Mention two books suitable for supplementary reading for Form III and two for Form IV.

(b) Show how you would conduct the class work in supplementary reading.

5. (a) What benefits do you expect your pupils to derive from the use of a well selected school library?

(b) How would you endeavour to stimulate interest in the school library (i) among your pupils, (ii) among the parents?

(c) Give the titles of at least three books for each of Forms II, III, and IV which you think should be found in every school library.

(d) Give some suggestions for the proper care and management of the library.

Department of Education, Ontario

August Examinations, 1921

ENGLISH-FRENCH SUMMER MODEL SCHOOLS

LITERATURE

A—ENGLISH LITERATURE

1. (a) Indicate in general terms the kinds of literature which appeal to children up to ten years of age, and the kinds which appeal to pupils from ten to fourteen years of age.

(b) Specify an example of each kind.

2. In the teaching of literature, explain the advantages, mode of employment, and limitations of each of the following :—

(a) Study of the author's life.

(b) Word study.

(c) Use of objective material.

3. (a) Quote a passage suitable for memorization by a class in Form III.

(b) Show how you would conduct the lesson.

(c) Specify the advantages you would expect your pupils to derive from their study of the selected passage.

B—LITTÉRATURE FRANÇAISE

1. Exposez clairement ce qu'il faut entendre par l'enseignement de la littérature à l'école primaire et dites en quoi consiste la matière de cet enseignement.

2. Quels moyens vous proposez-vous d'employer pour procurer à vos élèves les multiples avantages des lectures supplémentaires et comment espérez-vous pouvoir éveiller leur curiosité et maintenir leur intérêt ?

[OVER]

3. Prenant comme texte le poème suivant, écrivez un plan de leçon indiquant clairement la marche à suivre pour le faire comprendre à des élèves du cours moyen (Form III) et le leur faire apprécier.

LE MATIN

L'oiseau chante, l'agneau bêle ;
L'enfant gazouille au berceau ;
La voix de l'homme se mêle
Au bruit, des vents et de l'eau ;
L'air frémit, l'épi frissonne,
L'insecte au soleil bourdonne ;
L'airain pieux qui résonne
Reporte au Dieu qui le donne
Le premier soupir du jour.
Tout vit, tout luit, tout remue ;
C'est l'aurore dans la nue,
C'est la terre qui salue
L'astre de vie et d'amour.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

GEOGRAPHY

1. (a) Outline, by a series of questions arranged in proper order, a lesson on *Spring* given to a Form I class.

(b) Explain how this lesson would differ from lessons on the *Seasons* taught to a Form III class.

2. Outline your method of teaching *one* of the following topics:—

(a) Dew with a Form I class.

(b) River Basin with a Form II class.

3. (a) Select four topics, familiar to you and illustrative of home activities, which would serve as suitable lessons for Form II.

(b) Why should home surroundings and home activities form a leading part in early geography lessons?

(c) Point out how the principles and facts gained by observation in early years may be utilized in later lessons.

4. Show how the lessons which you would teach on Food Material to a class in a city school would differ from a lesson on the same topic to a class of the same grade in a rural school. Give detailed illustrations.

5. The particular study of the Dominion of Canada is to be taken up in Form III.

(a) Specify in order the topics you would teach.

(b) Why should the lesson proceed in the order specified?

(c) Select *one* of the first four topics and indicate how it would be taught.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

HISTORY

1. (a) What are the objects of the story stage in the teaching of history?

(b) Write the story of Laura Secord *or* of The First Prince of Wales as you would tell it to a class in Form II.

(c) Outline your method of teaching the story to a class in Form II.

2. (a) Compare the "oral" and the "text-book" methods of teaching history, giving the values and the limitations of each method.

(b) Outline a lesson plan to show how a combination of these two methods might be employed in teaching *one* of the following topics to a class in Form IV:—

(i) Cartier's First Voyage.

(ii) The Reform Bill of 1832.

3. (a) What purposes would you keep in view in conducting review lessons in history?

(b) Show how you would conduct a review lesson on *one* of the following topics:—

(i) The Feudal System of England.

(ii) The American Revolutionary War.

4. (a) What is the value of lessons on "current events"?

(b) Giving reasons for your choice, select from the world history of the first six months of 1921 a topic suitable for a lesson on "current events".

5. (a) Outline your plan of a lesson with a class in Form III on the Discovery of America.

(b) Mention the visual aids you would use during the lesson and state the value of each.

Department of Education, Ontario

August Examinations, 1921

SUMMER MODEL SCHOOLS

ARITHMETIC

1. (a) State briefly the course in arithmetic which you would take with a class of beginners during their first year at school.

(b) What principles of method would you use in teaching this class of beginners?

(c) How would you apply these principles in teaching them the addition facts of *six*.

2. (a) Give reasons for or against the teaching of short division before long division.

(b) By using examples, show what *old* knowledge you would have your pupils recall in preparation for a first lesson in short division.

3. Find the price of a farm 240 rods long and 144 rods wide at \$65.00 an acre.

(a) Write out the solution of this problem which you would give to a Senior Third class.

(b) What preparatory work would you do with your class before presenting this problem?

(c) Indicate briefly how you would develop the solution.

4. You are to teach your pupils how to multiply a fraction by a fraction, and are using for this purpose $\frac{3}{4} \times \frac{5}{7}$. Make a plan for your lesson.

5. Write a plan for a first lesson on *either* commission or stocks.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

SCIENCE OF EDUCATION

1. "The four steps in the Learning Process are: Problem, Selecting Process, Relating Process, and Application."

(a) State briefly the nature and purpose of each of these steps in the learning process.

(b) What evils are likely to result from a neglect of the step of application?

(c) Give examples to show the chief forms of application you would use in teaching (i) arithmetic, (ii) primary reading, and (iii) nature study.

2. (a) What are the objects of (i) the study lesson, and (ii) the recitation lesson?

(b) Selecting a topic from history, indicate your method of conducting a study lesson.

(c) What precautions are to be taken in conducting a recitation lesson?

3. (a) What are the characteristics of instinctive action?

(b) How is instinct related to (i) interest, and (ii) habit?

(c) Name and describe three important instinctive tendencies found in young children and show how a knowledge of these tendencies would modify your methods of instruction.

4. "In the later period of childhood acquired interests begin to be formed."

(a) What is meant by an acquired interest?

(b) Show how the teacher, by taking advantage of this tendency of later childhood, might develop in such pupils an interest in the reading of good literature.

5. (a) State the chief mental and physical conditions of memory.

(b) Show how you would aim to conform to these conditions in teaching a class the physical features of North America.

(c) How does apperception differ from memory?

(d) Show the place of apperception in the solution of the following problem: Find the cost of 252 inches of ribbon at 68 cents a yard.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

SCHOOL MANAGEMENT

1. (a) In taking charge of a new school what records would you expect to find?

(b) What use would you make of these records?

(c) Make out a blank form for a monthly report to be sent to the parents of your pupils.

(d) What benefits would you expect from such reports?

2. (a) Discuss each of the following as factors in school discipline:—

(i) Detention at recess or after school hours.

(ii) Corporal punishment.

(b) Discuss the place of play in school life, showing its value in the education of the child.

3. “The waste of time that results from not relating the seat work to the class work is responsible for much of the failure to master the present enriched Course of Study.”

(a) How would you strive to relate the seat work to the class work? Illustrate by outlining your plan of class work and seat work for a Form II class on “Islands” or on a nature study lesson on some familiar animal.

(b) Mention at least three mistakes which teachers often make in assigning seat work.

4. Some of the qualifications of a good teacher are,—scholarship, good health, force of character, and enthusiasm. Discuss the value of each of these in school management.

5. State the provisions of the school law and regulations in regard to the following:—

(a) The suspension of a pupil.

(b) Religious instruction.

(c) The teacher’s duty in regard to contagious disease.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

GRAMMAR AND COMPOSITION

A—ENGLISH GRAMMAR AND COMPOSITION

1. (a) Write a story suitable for composition work in Form II.

(b) Why do you consider your story suitable?

(c) Describe your method of teaching the composition lesson upon it to a Form II class.

2. Write a plan for teaching a lesson on any *one* of the following topics:—

(a) The complex sentence.

(b) The subjective completion.

(c) The infinitive.

(d) Tense.

3. (a) What means would you employ to prevent mistakes in written composition?

(b) Illustrate your method of correcting the written compositions of your pupils, using the passage quoted below from a composition on "Winter Time" written by a pupil in the junior grade of Form III:—

The winter has come with its usual severeness and I have quit thinking about the good old summer time and begin to fix up my skates and snowshoes and etc., for a good time on the ice and the fields of snow. Nobody takes much interest in a boy except hisself and perhaps his mother or his grandmother and they know little or nothing about how a boy ought to or oughtn't to amuse himself. Everybody knows a fellow can't skate if he was muffled up like a Egyptian mummy. I most generally leave the mufflers and things granny loads onto me in the back shed and make a break for the pond where the boys has each arrived and perhaps lit an old stump if it is night time to show you a good time.

(c) Rewrite this composition in proper form.

[OVER]

B—GRAMMAIRE ET COMPOSITION FRANÇAISE

1. (a) Ecrivez six phrases au moins contenant l'application de la règle de l'accord de l'adjectif.

(b) Exposez en détail votre manière de procéder pour enseigner cette règle à des élèves du cours élémentaire par la méthode inductive.

2. (a) Quel ordre convient-il d'observer dans l'enseignement de la conjugaison des verbes ?

(b) Quelle part vous semble-t-il logique de faire dans cet enseignement aux exercices oraux et aux exercices écrits ?

3. Dressez le plan détaillé d'une composition sur l'un des sujets suivants et dites de quelle manière vous vous y prendriez pour aider vos élèves à établir ce plan.

(a) Ce que j'aime.

(b) Pourquoi il faut étudier.

(c) L'été.

(d) La jeune fille bien élevée ou le jeune homme bien élevé.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

LITERATURE

A—ENGLISH LITERATURE

1. (a) What general aims should the teacher keep in view in the teaching of literature ?

(b) Specify three common mistakes made in the teaching of literature to senior classes, and explain why you consider them mistakes.

(c) What various means has the teacher at his disposal to test the impression made upon his pupils by the literature lesson ?

2. (a) Write out a poem which you consider suitable for memorization in a Form II class.

(b) Explain your method of teaching it to that class.

3. Make a lesson plan for teaching the following poem to a class in Form IV :—

Mine be a cot beside the hill ;
A bee-hive's hum shall soothe my ear ;
A willowy brook that turns a mill,
With many a fall shall linger near.

The swallow oft beneath my thatch
Shall twitter from her clay-built nest,
Oft shall the pilgrim lift the latch,
And share my meal, a welcome guest.

Around my ivied porch shall spring
Each fragrant flower that drinks the dew ;
And Lucy, at her wheel shall sing
In russet gown and apron blue.

The village church, among the trees,
Where first our marriage vows were given,
With merry peals shall swell the breeze
And point with taper spire to heaven.

[OVER]

B—LITTÉRATURE FRANÇAISE

1. (a) Quels moyens vous proposez-vous d'employer pour faire naître et développer chez vos élèves le goût de la bonne lecture ?

(b) Indiquez, en citant les auteurs si vous le pouvez, quelques ouvrages dont la lecture vous semble devoir être intéressante et utile à des élèves de l'école primaire.

2. Quels avantages y a-t-il à faire apprendre par coeur des extraits littéraires, de petits poèmes ou des dialogues, et quelle préparation préalable doit se faire en classe avant d'assigner ce travail ?

3. Elaborez un plan détaillé pour enseigner le sonnet suivant :

LE DÉFRICHEUR.

Issu des immortels pionniers d'autrefois,
Robuste et courageux comme l'étaient ses pères,
Qui bravaient l'Iroquois jusque dans ses repaires,
Un jeune bûcheron s'enfonce sous les bois.

Loin des toits orgueilleux et des pompeux pavois,
Loin des bruits incessants des grands flots populaires,
Il se taille un domaine, et durant de longs mois
Plonge la hache au flanc des arbres séculaires.

Quand un pan de forêt est tombé sous son fer,
Le défricheur y fait courir un feu d'enfer,
Qui dévore rameaux, mousses, racines, herbes

L'homme est épouvanté de son oeuvre de mort ;
Mais il sourit bientôt, libre de tout remords,
En voyant devant lui rayonner l'or des gerbes.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

GEOGRAPHY

1. Compare the lessons you would teach on *Seasons* to a Form I class with the lessons on the same topic to a Form IV class. Give detailed illustrations.
2. Describe in detail how you would make use of the school yard or the roadside after a recent rain in teaching a lesson on *Rivers* to a Senior Second class.
3. (a) What aims would you keep before you in teaching *Child Life in Other Lands* to a Form II class?
(b) Indicate clearly and concisely the subject matter and the method of a lesson on *Child Life in India* or *Child Life in China*.
4. (a) Discuss the value of *The Imaginary Journey* as a device in teaching geography.
(b) Indicate clearly how you would apply this device in teaching a lesson to a Form III class on *The Railways of Ontario*.
5. Outline a plan for teaching a first lesson on *Ontario* to a Form III class.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

HISTORY

1. (a) What purposes should be kept in view in teaching history to pupils in Form I?

(b) In what respects will the use of stories accomplish these purposes?

(c) Write a story suitable for a history lesson with a class in Form I, and outline your plan of a lesson on the story.

2. (a) What are the advantages of teaching history in the lower grades by the oral method?

(b) Indicate how you would introduce the use of the textbook in teaching history.

(c) Give two examples to show how you might, in Form IV, correlate the reading of fiction with instruction in history.

3. (a) What is the value of lessons on current events?

(b) What principles would guide you in the selection of topics for lessons on current events?

(c) Selecting a suitable topic, show how you might interest your pupils in the study of a current event.

4. (a) What aims should be kept in view in the teaching of civics?

(b) How would you introduce this subject to make it real to the pupils?

(c) Outline a series of lessons in civics suitable for Form III of a rural school.

5. Under the headings, matter and method, outline a plan for a lesson on any *one* of the following:—

(a) La Salle.

(b) The United Empire Loyalists.

(c) The Act of Union, 1840.

(d) Alfred the Great.

Department of Education, Ontario

JUNE, 1921

ENGLISH-FRENCH MODEL SCHOOLS

FINAL EXAMINATION

ARITHMETIC

1. (a) What are the purposes of using concrete material in teaching arithmetic?
(b) What equipment for this purpose should every rural school possess?
(c) How would you make use of concrete material in teaching the idea of fraction?
2. (a) Some members of a class in *addition* add by ones. What means would you employ to correct this defect?
(b) Your class can do single column addition; outline your method of teaching them two-column addition which involves carrying.
3. Write a plan for a first lesson on *long division*. What are the main points you will keep in mind during the lesson?
4. (a) Arrange the several topics in vulgar fractions in the order in which you would teach them.
(b) Select any *one* topic and show your method of developing it.
5. (a) Show how you would conduct a lesson on a Bill of goods, making clear the purpose of the Bill, its form, and the method of receipting it.
(b) Show how you would lead from Bill to Account as it would be rendered at the end of a month.

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AUTUMN MODEL SCHOOLS

SCIENCE OF EDUCATION

1. (a) Explain concisely what you understand by the second step in the learning process, known as the selecting activity.

(b) Show from a topic in arithmetic or grammar the value of (i) the presentation of the lesson problem and (ii) preparation in directing this step of the learning process.

2. (a) What are the purposes of (i) the study lesson and (ii) the recitation lesson?

(b) Indicate how you would conduct a study lesson on a selected topic in history with a class in Form IV.

3. (a) What are the characteristics of instinctive action?

(b) Give two examples to show how instincts may be modified through experience.

(c) What place would you give to imitation in teaching (i) reading, (ii) writing, and (iii) composition?

4. (a) State the laws of habit-formation.

(b) Illustrate from language or physical culture how you would proceed to correct some undesirable habit acquired by a pupil.

5. (a) What is meant by particular knowledge?

(b) Exemplify from geography or nature study the three ways in which particular knowledge may be gained.

(c) State the steps by which pupils gain the general knowledge that $3 + 2 = 5$.

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AUTUMN MODEL SCHOOLS

SCHOOL MANAGEMENT

1. (a) What are the aims of school government?
(b) State the chief conditions (i) in the school, and (ii) in the home, which tend to secure good government.
2. (a) State the value, as a means of discipline, of a good time-table.
(b) Give the chief considerations to be kept in mind in arranging a time-table for a rural school with one teacher.
3. (a) What are the various methods of determining the standing of pupils? Discuss their relative values.
(b) What other considerations besides class standing should be taken into account in making promotions?
(c) When should pupils be promoted from one class to another? Give reasons for your answer.
4. Describe fully how you would deal with each of the following offences among your pupils :—
 - (a) Impertinence to the teacher.
 - (b) Playing marbles “for keeps”.
 - (c) Copying at examinations.
 - (d) Exchanging trashy or pernicious literature.
5. State the law and regulations in regard to the following :—
 - (a) The teacher’s duty in relation to the Adolescent School Attendance Act.
 - (b) The authority of the teacher to inflict punishment.
 - (c) Religious exercises in the public schools.

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AUTUMN MODEL SCHOOLS

GRAMMAR AND COMPOSITION

1. (a) What value do you place on the study of pictures as a means of language training?

(b) Describe a picture that you would use for this purpose with a class in Form I.

(c) Outline a plan for conducting a language lesson with a class in Form I based on a study of this picture.

2. (a) What is the value of the friendly letter as a form of written composition?

(b) Prepare a plan for teaching a lesson on a friendly letter to a class in Form II.

3. (a) What principles would guide you in directing the pupils' reading as an aid to their composition?

(b) What are the values and limitations of transcription as an aid to written composition?

(c) What are the advantages of training pupils in oral composition before beginning written composition?

4. Indicate the questions you would ask a pupil to enable him to apply the rules of grammar in the correction of the following errors in his written composition :—

(a) I am told that he don't go to school now.

(b) This was the one who I thought likely to be sent.

(c) Walking across the fields, the mud was very deep.

(d) They thought he might of gone to school.

5. (a) Give topics for a series of lessons on the adverb, suitable for a class in Form IV.

(b) Write out an exercise of ten sentences to test the pupils' knowledge after the lessons have been taught.

6. Write a plan for a first lesson on *one* of the following :—

(a) Dependent clauses.

(b) The preposition.

(c) Tense.

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AUTUMN MODEL SCHOOLS

LITERATURE

1. (a) Discuss the value of nursery rhymes as a preparation for the study of literature. How may music, dramatization, and pantomime be utilized to enhance this value?

(b) Stories are suggested as material for teaching both literature and composition.

(i) What is the difference in aim?

(ii) How may the same story be made to serve both aims?

2.

Merry little snow flakes
Dancing through the street,
Flying in our faces,
Falling at our feet.

Joyous little snow flakes,
Winter's wild white bees,
Covering all the flowers,
Dusting all the trees.

(a) What benefits are derived from memorizing choice passages?

(b) To what class would you teach the above selection?

(c) Outline a plan for teaching the memorization of this poem.

3. (a) What is the purpose of supplementary reading?

(b) Outline your method of dealing with it so as best to secure that purpose.

(c) Suggest four books suitable for supplementary reading for classes in Form II.

4. (a) Explain and illustrate by specific example how you would correlate literature and art in your teaching.

(b) Show how the appreciation of at least two selections from the Public School Readers would be increased if they followed a suitable course in nature study.

[OVER]

5.

HASTE NOT, REST NOT.

Haste not ! let no thoughtless deed
Mar for e'er the spirit's speed ;
Ponder well and know the right—
Onward then with all thy might ;
Haste not ! years can ne'er atone
For one reckless action done.

Haste not, rest not ! calmly wait.
Meekly bear the storms of fate ;
Duty be thy polar guide—
Do the right, what'er betide.
Haste not, rest not ! conflicts past,
God shall crown thy work at last.

(a) To what class would this poem be suitable as a lesson in literature ?

(b) Plan the lesson, giving in order the questions you would ask and the answers you would accept in developing it.

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AUTUMN MODEL SCHOOLS

GEOGRAPHY

1. (a) Give a series of seven lesson topics suitable for a Form I class during the month of December.

(b) Describe briefly how you would conduct a lesson on *one* of the topics selected.

2. (a) Outline a series of observations made with a class in Form II on the change of seasons.

(b) Give the summary the pupils should have at the close of the work. State how you would have this summary made.

3. (a) In comparing the climate of British Columbia with that of Quebec, what facts would you expect your pupils to know before beginning the lesson and what new knowledge would you expect them to gain from the lesson?

(b) Describe concisely your method of conducting the lesson.

4. Outline a plan for a lesson on highways with a Form III class.

5. "The home surroundings furnish the experiences by means of which the child is able to read meaning into the facts of the text-book."

(a) Discuss this statement.

(b) Show how you would apply this principle in teaching a lesson to a Form IV class on *one* of the following topics:—

(i) Erosion.

(ii) Meandering of rivers.

(iii) Exports and imports.

(iv) Weathering of rocks.

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AUTUMN MODEL SCHOOLS

HISTORY

1. (a) Outline a plan for a lesson on the story of Sir Isaac Brock with a class in Form II.

(b) In what respects would you modify your method in teaching the same topic to a class in Form III?

2. By a reference to the relation of history to (a) geography, (b) art, and (c) composition, show how the principle of correlation of subjects will affect your methods of teaching history.

3. (a) State somewhat fully the means by which you would develop in the pupils of Form III a desire for reading history.

(b) Illustrating from a lesson on the Crimean War, show the use you might make of the text-book and other reading matter in teaching history to a class in Form IV.

4. Give suggestions for teaching and impressing the importance of each of the following:—

(a) Empire Day.

(b) Armistice Day.

5. You are to teach to a class in Form IV a lesson on the migration of the Loyalists.

(a) Give the facts that you would try to make clear to your class.

(b) Outline a plan for teaching the lesson.

(c) Indicate the means you would employ to fix in the minds of the pupils the facts taught.

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ARITHMETIC

1. Outline the course in arithmetic for the junior grade of Form I.

2. (a) Indicate the order in which you will teach the primary addition facts. Give reasons for your order.

(b) Describe your method of teaching the addition facts of eight.

3. (a) Explain your method of teaching pupils to find the difference between 2371 and 1465.

(b) Indicate the preparatory work in subtraction that should be taught to meet this problem.

4. Write a plan for a first lesson in formal division.

5. (a) Make a list of type examples to be used in teaching a class how to fix the decimal point in the product in multiplying decimals.

(b) Show how you would use the examples with a class.

6. You are introducing the subject of commission with a Form IV class. What preparatory work should be taught in order that pupils should be able to solve the following problem without assistance?

An agent received 1000 barrels of flour which he sold at \$8.50 per barrel on a commission of $2\frac{1}{2}\%$. Find how much he remits to his employer.

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